DOCUMENT RESUME

ED 458 929 JC 020 056

TITLE	Mission College Educational and Facilities Master Plan.
INSTITUTION	Mission Coll., Santa Clara, CA.
PUB DATE	2001-10-00
NOTE	573p.
PUB TYPE	Reports - Descriptive (141)
EDRS PRICE	MF02/PC23 Plus Postage.
DESCRIPTORS	Access to Education; *College Role; Community Colleges; *Educational Facilities Planning; *Educational Planning; Educational Technology; *Institutional Mission; Organizational Objectives; Strategic Planning; Student Centered Curriculum; Two Year Colleges
IDENTIFIERS	*Mission College CA

ABSTRACT

This document details Mission College's 2001 master plan for education and facilities. The plan makes several recommendations. (1) It is imperative to stay on the "cutting edge" in high-demand fields; (2) With a changing student population (45% ESL and 85% first-generation college students), it is also important to provide a strong, basic educational foundation in the liberal arts. Curriculum and scheduling modifications are planned to ensure continued quality instruction and services for all students. Non-occupational, general education, and transfer courses should be grouped into associate's degree majors to better enable students to complete a degree and prepare for transfer to a four-year institution. Academic programs are examining options to provide a greater variety of instructional delivery modes. In selecting the appropriate method, place, and time of instruction, a student-centered learning environment is considered paramount. New programs and services designed to rapidly respond to community and workforce needs necessitate increased accessibility to multimedia classrooms, state-of-the-art equipment, and technical support personnel. The space limitations imposed by the design of the single main instructional building now hamper the college's ability to meet continued growth and service to the community. New facilities are recommended to meet the anticipated enrollment and changing workplace demands. (KP)

Reproductions supplied by EDRS are the best that can be made
from the original document.

ED 458 929

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

C. O'Hearn

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

1

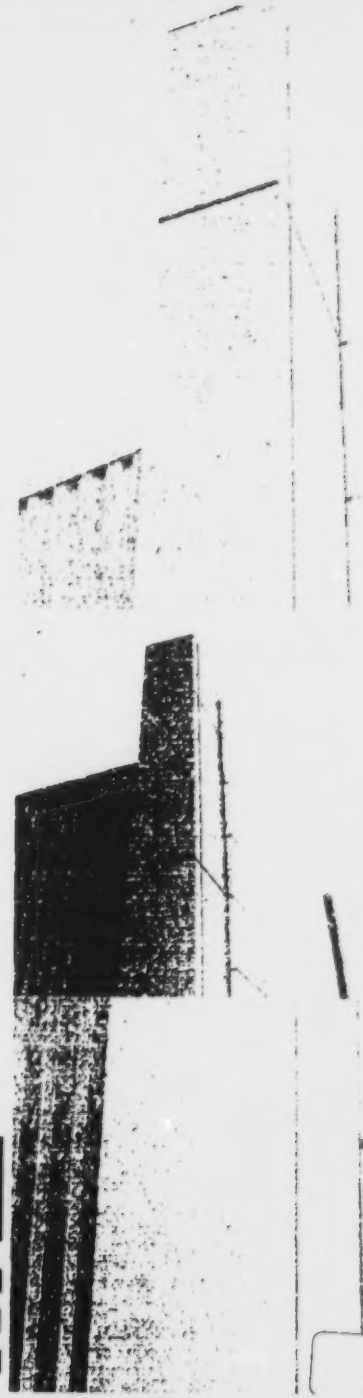
BEST COPY AVAILABLE

JC020056

2

1977-2002 25 MISSION COLLEGE

MISSION COLLEGE



EDUCATIONAL AND FACILITIES MASTER PLAN

OCTOBER 2001

3

West Valley - Mission Community College District

Linda Graef Salter, Chancellor

Steven M. Kinsella, Vice Chancellor of Administrative Services

Board of Trustees

Joy Atkins

Chris Constantin

Frank Jewett

Bob Owens

Nancy Rucker

Jeff Schwartz

Don Wolfe

Student Trustees

Jeff Ouye

Rob Singh

Mission College Administration

Christopher O'Hearn, President

Lee W. Callaway, Vice President, Instruction

Worku Negash, Dean, Administrative Services

Dan Matarangas, Vice President, Student Services

Lin Marelick, Interim Dean, Workforce and Economic Development

Phil Pabich, Dean, Community Education

Win Shin Chiang, Director, Learning Resources

Mina Jahan, Interim Dean, Technology and Distance Learning

Peter Anning, Director, Marketing/Public Relations

Mission College
3000 Mission College Boulevard
Santa Clara, CA 95054

Table of Contents

I. President's Message and Acknowledgements 1

II. Purpose of the Educational and Facilities Master Plan 3

District Goals 3

Mission Statement for the College 3

Founding Principles and Philosophy 3

Core Values and Goals 5

III. Desired Outcomes 9

IV. Process and Procedures 11

Master Planning Organization Diagram 12

V. Executive Summary 15

Findings and Recommendations 15

VI. College History and Development 17

Site Acquisition and District Mission 17

College Governance and Planning 17

College Planning Flow Chart 18

College Organizational Chart 19

College Educational Programs and Staffing 20

Educational Programs 20

Mission College Degrees and Certificates 21

College Faculty and FTEF Comparison 23

Summary of Faculty by Discipline 23

Faculty by Discipline, Course Sections, FTEF and WSCH/FTEF 24

VII. College Demographics 27

Service Area, Location and Campus Access 27

Community Demographics and Population Trends 28

Employment Projections 29

Enrollment Projections 31

Student Demographics 33

Curricular Offerings and Balance 38

Faculty and Staff Demographics 39

Community Participation and Partnering 41

VIII. Educational Master Plan 43

Current and Future Needs for the College's Programs and Services 43

Cluster Directory 44

Cluster 1 45

Cluster 2 54

Cluster 3 62

Cluster 4 72

Cluster 5 78

Cluster 6 87

Cluster 7 96

Cluster 8 103

Cluster 9 116

Cluster 10 127

Cluster 11 132

Cluster 12 138

Cluster 13 146

Cluster 14 153

Cluster 15 156

Facilities, Personnel and Equipment Needs Matrix 163

Matrix of Facilities, Personnel, and Equipment Needs by Cluster 164

External Trends 179

Internal Trends from Concept Papers 182

Steering Committee Recommendations: Individual Clusters and Units 186

Steering Committee Recommendations: Collegewide 197

Action Plan and Implementation Strategies 198

Prioritized Staffing Requests 202

IX. Facilities Master Plan 207

Proposed Guiding Principles of the Facilities Plan 207

Specific Goals of the Facilities Plan 207

Relationship of the Facilities Plan to the Educational Master Plan 208

Construction Categories 210

Fifteen-Year Construction Plan 213

Anticipated Schedule 218

Budget and Funding Requirements 219

Site Conditions 220

Building Locations 220

Geotechnical Conditions and Structural Characteristics 221

Campus Landscape Conditions 223

Architectural Features and Finishes 225

Architectural Standards 227

Accessibility Requirements 230

Campus-wide Facilities Issues 233

Building Descriptions 237

Educational & Facilities Master Plan Proposed Projects . 237

Main Building 238

Hospitality Management 239

PE Gymnasium 240

Campus Center 241

Learning Resources Center 242

Child Development Center 243

Science and Technology Complex 244

Physical Education Phase II 245

Physical Education Phase III 246

Cultural, Technical, and Performing Arts Complex . . . 247

General Education Building 248

Contract/Community Education Building 249

District Services Building 250

Child Care Facility 251

Parking Structure 252

X. Concluding Comments 253

Appendices

Appendix A: Steering Committee Membership and Consultants 255

Appendix B: The Purpose of the College Governance and Planning Council 258

Appendix C: List of Members of Reading Groups 259

Appendix D: Detailed Organizational Charts 261

Appendix E: Distribution of Space, Instructional Capacity, Enrollment Growth, and Removal of Temporary Buildings 266

Appendix F: Campus Key Plan 271

I. President's Message and Acknowledgments

I. President's Message

This Educational and Facilities Master Plan is the culmination of many months of strategic and focused study by the entire college community regarding the future of Mission College. The college recognizes and values the broad participation in the preparation of this document. The college's Governance and Planning Council (GAP) has been the steering committee for this project and has certified that the document accurately represents the best thinking of the institution as it forecasts community and regional needs, industry needs, and changes in demographics, including enrollment.

In the academic year 2001-2002, Mission College celebrates 25 years of excellence as a teaching and learning institution, serving over 10,000 students each semester. The educational opportunities are extensive. Students can fulfill lower division general education and major requirements for a university baccalaureate degree, obtain an associate of arts or associate of science degree, complete a career program leading to employment, upgrade skills for career advancement, or take classes for personal satisfaction and growth.

These educational programs and the services that support them require facilities and equipment to meet the college's standards of excellence. This comprehensive plan recognizes that the physical design of the college must meet the varied needs of our faculty, staff, and students. It acknowledges that information technology, including campus-wide networks and remote access to the World Wide Web, are now critical tools in supporting student learning. The plan reflects the college's desire to remain flexible and responsive, and relevant in supporting student success.

The college looks forward to continuing to meet the educational needs of students and anticipates the many inevitable changes. As we anticipate the challenges of the new millennium, the college's focus will be on planning strategically, on guaranteeing educational excellence, on maintaining technological relevance, on increasing community and corporate partnerships, and on being accountable to our various constituencies.

This plan, together with the mission statement and core values and goals, form the foundation for the college's future direction. Mission College is prepared for and embraces the opportunity to serve students for many years to come.

Christopher C. O'Hearn
President

Acknowledgments

Many individuals at Mission College dedicated time, energy, enthusiasm and ideas in a collegial and collaborative fashion, over an eighteen-month period, to shape and prepare this Educational and Facilities Master Plan. Their work will directly impact both short and long-term planning efforts throughout the college and greatly contribute to currently enrolled and future students served by Mission College. The individuals who contributed to this plan should feel a personal and professional sense of pride and accomplishment. The college community extends its appreciation to these colleagues. The Chancellor, Linda Salter, the Board of Trustees for the West Valley-Mission Community College District, community members, and the Mission College students are also to be gratefully acknowledged for their participation in, and support of, the Educational and Facilities Master Plan process.

Faculty Members

Dianne McKay, Reading Dept. and Academic Senate President
Carol Toppel, Disabled Students Department, Academic Senate
Steve Dinger, Marketing Department, Division Chair
Betty Grayson, Health Occupations Department, PFE Chair
Marjorie Knowles, ESL Department, Grants Liaison

Classified Staff Members

Chris Olson, Institutional Research Analyst
Connie Moralez, Classified Senate President
Carolyn Kuri, Classified Senate
Celia Esposito, Admissions, Student Services Council

Administrators

Christopher O'Hearn, President
Dr. Lee Callaway, Vice President, Instruction
Dan Matarangas, Vice President, Student Services
Dr. Worku Negash, Dean, Administrative Services
Dr. Bruce Judd, Dean, Instructional Tech/Distance Learning
Regina Stanback-Stroud, Dean Workforce/Economic Dev.
Phil Pabich, Dean, Community Education

Student Members

Lawrence Tait, Associated Student Body
Damien Mai, Associated Student Body

Special thanks to the following staff who assisted greatly in the preparation of this report:

Dr. Lee Callaway, Vice President of Instruction
Sumi Tanabe, Office Manager, Office of Instruction
Jennifer Ludwick, Executive Assistant for the Vice President of Instruction
Chris Olson, Research Analyst
Hoan Pham, Administrative Specialist, Office of Instruction
Kathleen Harris, Executive Assistant for the President and Administrative Assistant to the Steering Committee
Dr. Worku Negash, Dean of Administrative Services
Dr. Jim Burrell, Physics Department, Chair of Facilities and Safety Committee
Dr. Ian Abell, Director of Facilities, WVMCC District Office

II. Purpose of the Educational and Facilities Master Plan

II. Purpose of the Educational and Facilities Master Plan

Institutional change is necessary and continuous. Coordinated, on-going planning is required not only for college decision making to provide programmatic/curricular direction, but also to determine guidelines for the allocation of resources to support targeted goals and to tie educational objectives with facility needs.

District Goals

Overarching the college's educational planning processes are the district goals developed by the two colleges in the West Valley-Mission Community College District and the Administrative Services unit in conjunction with the Governing Board. The goals aim to:

- enhance learning,
- build community, and
- strengthen resources.

The objectives developed for these goals provided the basis for planning processes utilized throughout the college that are evident in the mission and philosophy of the college.

Mission Statement for the College

The future of Mission College's students is the future of the region's economic and social well being. To serve its constituents the college, through the educational master planning process, redefined the core values and philosophical parameters that are inherent in its mission and vision for the future.

The mission statement, developed and recently revised (spring 2001) by the college community, addresses the desire of the college to serve its identified population. Following is the statement as it appears in the college catalog.

> "Mission College is an open access community college serving the ever-changing educational and economic development needs of Santa Clara, Silicon Valley, and the larger community. Seeking to develop community leaders and global stewards in a competitive world economy, the college provides transfer, degree, and certificate programs in lower division arts and sciences; community, career, and vocational education; and educational opportunities in basic skills and English as a Second Language. To accomplish its mission, the college provides the most advanced academic and technological resources, comprehensive student services, and enriching aesthetic experiences to help students succeed and to participate responsibly in a democratic society."

Founding Principles and Philosophy

In carrying out the college's mission, the learning program and educational environment/systems of Mission College are, and will continue to be, grounded in the following founding principles and philosophy:

BEST COPY AVAILABLE

1. Mission College focuses on learning rather than teaching and meeting student needs by creating a supportive environment that facilitates learning and builds confidence and self-esteem.

2. Mission College promotes teaching excellence and on-going professional development of faculty and staff.

3. Mission College provides a learning environment in which:

   - the faculty members are facilitators of learning who realize that the student's educational needs and goals are paramount,

   - the student is actively involved in the learning process and in his/her educational program,

   - a variety of instructional approaches are used to enhance the learning of students who have diverse academic and cultural backgrounds, different learning styles, and demanding schedules with work and family responsibilities,

   - a place is provided for every student who can benefit from the programs and services offered,

   - the lifelong educational needs of students are met by encouraging cross-cultural learning and understanding, and

   - educational excellence is fostered, enabling students to reach their fullest intellectual potential.

4. Mission College works in partnership with its community and in the spirit of cooperation encourages the community to be actively involved with the college.

5. Mission College functions in a spirit of democracy and shared responsibility and decision making in which faculty and staff:

   - facilitate student learning and success,

   - participate as a team in the total commitment of the college to serve the educational needs of the community,

   - support an organizational structure focused on developing strategies, when necessary, for resolving conflicting values, and

   - are linked by a communication/information network that integrates the college internally and ties it externally with its community.

6. Mission College ensures student access, increases opportunities for learning, and removes educational barriers by providing courses and programs that:

   - are taught by excellent, knowledgeable, and supportive faculty,

   - encourage the use of technology to enhance instruction and broaden student access,

- continue to integrate vocational expertise with general educational skills so as to maximize development of every student's competencies and talents,
- are continuously reviewed and modified as needs and interests change to provide currency in training and content, and
- enable Mission College to deliver the specified learning outcomes sought by the businesses and industries in the community it serves.

Core Values and Goals

In 2000-2001, Mission College faculty and staff collaboratively developed the following series of eight core value and goal statements to guide the current master planning process as well as future strategic planning efforts.

1. Core Value - Culture of the Institution: Create a student-centered institutional culture of professionalism, discovery, inclusion and success.

Goals

- Encourage a culture of professionalism and mutual respect.
- Integrate and coordinate all programs that promote student access and success.
- Create a climate of discovery that values and embraces both inquiry and creativity.
- Create a campus climate that is welcoming, supportive, and inclusive.
- Maintain a cross-disciplinary culture by locating faculty and staff throughout all buildings to prevent isolation and compartmentalization.

2. Core Value -Teaching and Learning: Shape the academic program to meet community needs, emphasize student learning, and foster instructional excellence.

Goals

- Systematically review the instructional programs and services for the purpose of becoming the primary resource for technology education in the Silicon Valley.
- Create a teaching environment that recognizes and responds to diverse learning styles and needs.
- Encourage the formation of innovative teaching and learning strategies.
- Evaluate and align the curriculum with the strategic direction of the college on a regular basis.
- Attract and maintain a high quality and diverse teaching force.

- Evaluate and upgrade the teaching and technology skills of faculty on a regular basis.

- Support a balanced technology-based educational delivery system.

- Provide an educational environment that prepares all students to communicate clearly, think analytically and critically, work collaboratively, and utilize technology effectively.

- Promote lifelong learning, career ladders, and retraining options for students by reviewing degree and certificate requirements.

- Create a comprehensive core curriculum that meets the primary mission of the college.

3. **Core Value - Comprehensive Student Services: Promote academic success and create dynamic, innovative student services programs that address the richness of Mission College's student population and community.**

Goals

- Provide leadership in matriculation services and standards statewide.

- Provide an option for web-based access to all student services.

- Provide all students with quality customer service through appropriate staff training, staffing and adequate facilities.

- Assist the college in attaining Partnership for Excellence goals: transfer prepared, awards, basic skills improvement, workforce development, and successful course completion.
- Collaborate with the Office of Instruction to develop strategies that promote student success by creating strong student and institutional partnerships.

- Provide a student activities/governance program that promotes student development and meets the needs of the student population and local community.

4. **Core Value - Community Connections: Strengthen Mission College's function as a community resource to preschool through 12th grade institutions, local government, transfer institutions, businesses and industry, and community based organizations.**

Goals

- Conduct community needs assessments on a regular, on-going basis for alignment of the college's goals and programs to meet the needs of the community.

- Review regularly the direction of college programs and align the results of the community needs assessments and socio-economic conditions to the design of the programs.

- Establish outreach and articulation partnerships with preschool through twelfth grade and transfer institutions.
- Develop opportunities for students to engage in activities that promote social responsibility.
- Develop and strengthen mutually beneficial corporate partnerships.
- Influence social, public, and educational policy through our legislative agenda and advocacy.
- Strengthen marketing efforts to increase the visibility of the college.
- Provide services to community-based organizations.

5. Core Value - High Performance Educational Institution: Raise institutional standards by developing the potential of the community and provide the tools necessary to foster innovation, responsiveness, and excellence.

Goals

- Invest in and embrace the college's human capital through faculty and staff development, career pathways, and the Professional Growth & Development program.
- Develop an infrastructure that supports flexibility in the delivery of programs and services.
- Develop programs that respond to opportunities and community needs.
- Ensure that the number of faculty and staff positions is sufficient to support the work of the college.
- Acquire, update, and maintain the technological infrastructure to support the college's activities, programs, and services.
- Acquire, update and maintain information and learning resources to support faculty, instruction, student academic success, and life-long learning.
- Lead the Silicon Valley in providing alternative and innovative learning opportunities.

6. Core Value - Diversity: Create an institutional climate of full enfranchisement and participation for all students, faculty, and staff.

Goals

- Increase student success, retention, persistence, and transfer among historically underrepresented students.
- Establish programs and outreach activities to attract a diverse student population.
- Develop and implement programs and services to provide equitable opportunities for all students.
- Eliminate barriers to attracting and maintaining a high quality and diverse faculty and staff.

- Establish an on-going program to review, enhance, and coordinate issues and programs associated with student equity, access, opportunities, and success.

- Promote cross-cultural understanding among and between students, faculty, and staff.

- Provide career advancement opportunities for staff in order to support, attain, and maintain diversity at all levels of the college.

7. Core Value - Planning and Institutional Effectiveness: Integrate planning, budgeting, and institutional effectiveness measures to evaluate overall progress in meeting the goals of Mission College.

Goals

- Enhance the institutional planning processes by integrating educational, financial, physical, and human resources planning to improve programs and services.

- Develop and implement an annual process by which institutional effectiveness measures are identified, linked to specific goals, and used to shape subsequent planning.

- Systematically review all instructional and non-instructional programs to improve institutional effectiveness and to impact future college planning processes.

- Communicate the quality of the college and its programs to the public.

8. Core Value - College Facilities: Create high quality, welcoming facilities that promote the programs of Mission College and enhance its ability to be the cultural and technological heart of the Silicon Valley.

Goals

- Align all facility modifications with the Educational and Facilities Master Plan.

- Complete facilities to support the library, child development, physical education and athletics, and science and technology programs.

- Create and implement a landscaping plan that blends all new buildings into a coordinated campus environment.

- Increase access to the arts by building a Humanities and Fine Arts Center that includes a showcase for the digital arts.

- Eliminate all temporary structures and ensure that all college programs have permanent facilities.

III. Desired Outcomes

MISSION COLLEGE

III. Desired Outcomes

The development of this Educational and Facilities Master Plan was initiated by the college's most recent accreditation (1995) that recommended the college develop such a plan by its next review (2001). Further support for the development of an Educational Master Plan was provided by the reality that the existing plan (used as the basis for creating the college's 1997 Facilities Plan) dated to 1993-94 and needed to be updated by 2002. These facts, combined with the tremendous growth experienced by Mission College in recent years, affirmed the college's need to completely revise and update its educational plan to support its funding requests to the district and the state for completion of Mission College's campus site.

In addition, the college required a current educational plan to:

- revisit the shared vision for the college as a whole,
- ensure the continuous alignment of college programs and services with community and regional trends,
- identify linkages to other planning activities and ascertain and prioritize the need for personnel, equipment and facilities, and
- maximize the use of limited district, college and state resources.

IV. Process and Procedures

IV. Process and Procedures

The process of creating an Educational and Facilities Master Plan began in the fall of 1999 when approval of funding for the project by the Land Corporation of the District was achieved and the college went through the process of selecting The Mangham Company of El Cerrito, California to work with the college and help guide the process. With the leadership of the Vice President of Instruction and the President of the Academic Senate, the Governance and Planning Committee (GAP) for Mission was designated as the Steering Committee for the Educational Master Planning Process. This committee was selected for several reasons.

- The committee was already in existence as the central planning group for the college,
- GAP had already agreed to serve as the Steering Committee for the Accreditation Self-Study Process and was, therefore, seen as guiding a similar planning process, and
- GAP's membership was participatory in nature, involving all segments of the college. (See Appendix A for a list of Steering Committee members.)

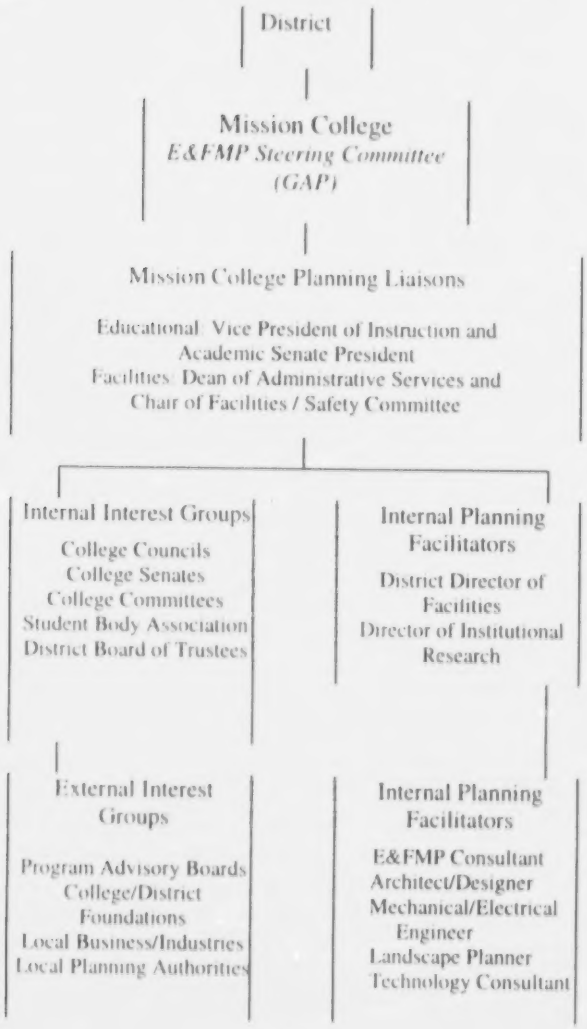
In designating GAP as the Steering Committee for the master planning process, the college ensured that the values of the district/college were an integral part of the planning process and that the final product would have enhanced credibility and support due to "shared authorship." (See Appendix B for GAP's Purpose Statement.)

The consultant worked with the Steering Committee and developed detailed procedures and a timeline to complete the Educational and Facilities Master Plan. Information for the development of the Master Plan was obtained from numerous sources. The consultant provided the college with templates for each department, division, and area to use in reviewing, evaluating and planning the future needs of the individual areas (Concept Papers). A variety of documents (e.g., labor market and employment statistics), were provided to each area by the consultant and the college's Office of Institutional Research. In addition, a central reference area was maintained in the Office of Instruction for storage of resource materials with information that could be helpful to all areas.

On a regular basis, weekly or monthly, the planning groups, councils, and committees throughout the college were informed of recent progress. In addition, periodic reports were provided to the District's Board of Trustees.

A total of 94 Concept Papers were prepared and reading groups (each consisting of representatives from faculty, staff and administration) were established (see Appendix C for Reading Group representatives). As the Concept Papers were completed in spring 2000, they were assigned to a Reading Group that reviewed the papers for compliance with instructions and accuracy and made suggestions for change. If necessary, papers were returned to individual departments/ areas for revision. All papers were then submitted to the Office of Instruction for additional editing and formatting.

Master Planning Organization Diagram



In early May 2000, the college's annual "Movers and Shakers Workshop" was held and devoted to college planning. The two main goals of the day were to (2) write goals for each of the newly developed/revised College Core Values, and (2) to review the Concept Papers and identify the various requests for personnel, equipment and facilities made by each area (do take-offs). No attempt was made to evaluate, prioritize, or rationalize the numerous requests.

The results of the Movers and Shakers Workshop were then forwarded to the Steering Committee. Realizing the importance of having every member of the committee be equally knowledgeable of what each area had envisioned and why, GAP scheduled a series of full- and half-day meetings over the summer of 2000 to read and discuss the ramifications of each area's ideas as expressed in its Concept Paper. A subcommittee of the Steering Committee distilled what it determined were the critical elements that should be utilized as benchmarks from a variety of planning documents and these elements were then used by GAP to evaluate the Concept Papers. The documents included the college's core values and goals, mission statement, demographic data, workforce trends, Mission's student equity, Performance for Excellence, and Balance of Curriculum goals. In addition, the Master Plan for California Community Colleges, matriculation guidelines and state regulations were also used along with enrollment data and trends as appropriate.

For discussion purposes, since the original organizational assignment of departments and areas to divisions was not based on educational content area, the Steering Committee saw the need to group the Concept Papers that were related programmatically. The Concept Papers were divided into fifteen clusters--nine related to instructional programs, three related to

student support services, one related to integrated student services, and two related to governance and administration.

Each GAP member read, and as a committee discussed, every Concept Paper in a cluster, validating the data presented by comparing it to the benchmark documents provided. The overall direction indicated by the area was rated and individual requests were ranked (except those for faculty where a prioritization process already existed) into one of four categories as follows:

1. high priority, complete as soon as possible, one to two years,
2. priority, do within three to five years as resources become available,
3. may be feasible, need to investigate trends in future, six to ten years, and
4. not seen as viable at this point, over ten years.

For guidance in resource allocations beginning in 2000-2001,

- all personnel requests were either forwarded to the Division Chair Council (DCC) and the Academic Senate (faculty positions) or maintained by GAP (classified and administrative positions),
- all technology and equipment requests were forwarded to the individual budgetary prioritizing teams (DCC, Student Services, President's Council, and the College Budget Advisory Council (CBAC), and
- all facility requests were forwarded to the Facilities and Safety Committee.

GAP spent a considerable amount of time discussing the conclusions reached by each area and the impact of the individual area's requests and conclusions on the other areas in each cluster. Considering the information from the discussions and GAP's knowledge of overall trends and college directions, recommendations were made by the Steering Committee for individual areas and each cluster for future guidance and direction. In total at that time, approximately 153 recommendations were made by the Steering Committee.

At the college-wide "E&FMP Great Retreat" held in the fall of 2000, the recommendations from the Steering Committee were reviewed and several (that were seen as initiatives for the college as a whole) were forwarded to the Board of Trustees. At a Strategic Conversation in November 2000, Governing Board members, West Valley and Mission personnel, and students discussed Mission College's master planning process, and then reviewed and prioritized the proposed collegewide initiatives.

The information presented in the original Concept Papers was then summarized, grouped once more into clusters and reviewed by the individual areas and GAP. The recommendations made by the Steering Committee relating to individual areas and/or the clusters are included in the Planning Summary.

Late in the fall of 2000, the district offices began a master planning process similar to that conducted at each of the colleges. The District Council was designated as the Steering Committee for this effort and input was sought from the colleges to prepare individual Concept Papers for each of the service areas located at the district level.

As part of the district's master planning process, the Steering Committee requested that the colleges review their own recommendations and forward a report identifying the potential impact on district services and resources. It is anticipated that, when complete, the Services and Facilities Master Plan will link the colleges' Educational and Facilities Master Plans with an overall plan for the district.

V. Executive Summary

MISSION COLLEGE

V. Executive Summary

Findings and Recommendations

Mission College has experienced tremendous enrollment growth in the past few years and conscientiously seeks to meet the varying needs of the changing student body through improved and expanded academic and vocational/occupational programs, student and community services, and facilities. Mission College administrators, faculty and staff continuously review the curriculum to ensure that the demands are met not only of the changing work force, but the community as well. Located in the heart of Silicon Valley, Mission College has found it particularly challenging to keep pace with the technological innovations, which have a tremendous impact on the instructional programs, student services, personnel, equipment and the facilities.

The student population at Mission is now more diverse; over forty-five percent of the students speaks a language other than English as their primary language. Approximately eighty-five percent is first generation to college. Many come to college unprepared. Although it is imperative that the college stays on the "cutting edge" in high demand fields, it is now equally important for the college to provide its diverse students with a strong, basic educational foundation in the liberal arts. Curriculum and scheduling modifications are planned to ensure continued quality instruction and services for all students.

Discussions at the college have focused on maintaining a healthy balance of Mission's curriculum and services. The instructional disciplines are encouraged to pursue grouping non-occupational, general education and transfer courses into associate of arts degree majors, so that students will be better able to complete the first two years of an undergraduate program and be encouraged to prepare for transfer to a four-year institution. Many academic programs are examining options to provide a greater variety of instructional delivery modes both in the standard classroom as well as through distance learning or other mediated instruction. In selecting the appropriate method, place, and time of instruction, a student-centered learning environment is considered paramount.

Significant numbers of new jobs are forecast for Santa Clara County. The majority of the new jobs will be in Mission's service area or will be in relatively close proximity. While high tech jobs are still in demand, service and other business-related jobs are also on the increase. Providing year-round, 24/7, learning opportunities for students through various modes and media for an ever expanding job market, while maintaining adequate standards for student achievement, are high on Mission's planning agenda.

The innovations of Mission's faculty and support staff have led to the development of new programs and services designed to rapidly respond to local community needs. In order to maintain this pace, faculty, staff and students continually stress the need for increased accessibility to multimedia classrooms as well as state-of-the-art equipment, software, and, above all, technical support personnel.

The college has waited many years for the campus to be completed so that faculty, staff and students could take programs

that the majority of the community colleges around the state offer. While the college has done well in the past twenty years in meeting the needs of students by remodeling, using portables, and otherwise effectively and resourcefully using aging facilities, curricular demands now require different space configurations. The space limitations imposed by the design and construction of the single main instructional building now hamper the college's ability to meet continued growth and service to the community. If the college is able to obtain state construction funds for the facilities recommended as part of this master planning process, Mission will be able to meet the anticipated enrollment and changing workplace demands well into the future. Additional facilities and resources at this time will ensure the maintenance of the college's quality programs, expand the accessibility of services, increase the outreach to its community, and preserve the open-door philosophy that represents the very core of Mission's values.

VI. College History and Development

MISSION COLLEGE

VI. College History and Development

Site Acquisition and District Mission

The District is located in Santa Clara Valley, 50 miles south of San Francisco and 20 miles north of Santa Cruz in the heart of Silicon Valley. The area contains a diverse mixture of social, cultural, religious, and ethnic heritages. Its close proximity to San Jose State University, Stanford University, Santa Clara University, and the University of California at Santa Cruz, provides students with access to major educational resources.

The first public meeting convened to address the formation of the West Valley Joint Community College District was held in July 1962. In October 1962, the California State Board of Education approved the district's formation, and in January 1963, the voters residing within the Campbell, Los Gatos-Saratoga, and Santa Clara High School Districts established the district.

The district's first college, West Valley Junior College, became operational in September, 1964, at the 12 1/2-acre remodeled Campbell Grammar School in Campbell. The 1964-65 academic year began with an enrollment of 3,203 students and a staff of 10 administrators and 53 instructors. One hundred courses were offered that first year.

In 1964, the 143-acre Fruitvale-Allendale site was purchased. Funding from the State Junior College Construction Act was obtained, and between 1964 and 1974 the campus was developed. The first building was completed in 1968, and the first classes began that fall.

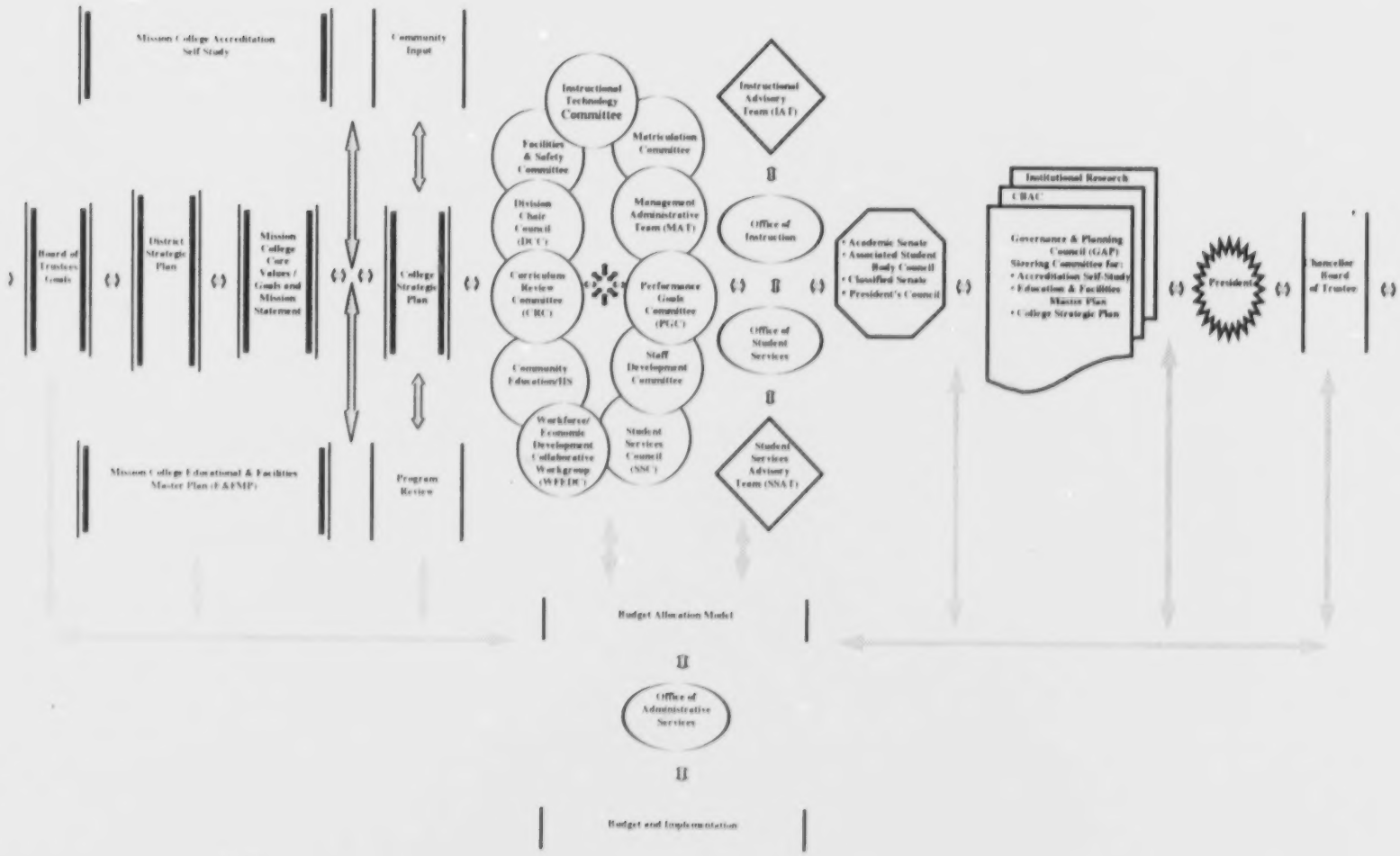
In 1966-67, 12 acres of land were purchased in Santa Clara, north of the Bayshore Freeway between Lawrence Expressway and Coffin Road for the construction of Mission College. The total 164-acre parcel was acquired in 1970. Between 1975 and 1979, a Mission College Interim Campus was located at the Jefferson Intermediate School, Santa Clara. The first phase of construction at the Santa Clara site was completed in 1979, and the College began its 1979-80 academic year with 3,500 students, 8 administrators, and 73 instructors. In September 1985, the name of the district was changed to West Valley-Mission Community College District to reflect the status of Mission College.

Each college has its own character, style, programs and atmosphere. Mission College prides itself on providing an environment conducive to diverse learning approaches. The faculty and staff are committed to assisting students pursuing vocational/technical or baccalaureate goals, and those with special needs. The campus' unique architecture fosters interaction among students, faculty and staff, thus enhancing the learning environment.

College Governance and Planning

Mission College has always supported a very participative governance structure. The attached College Planning Flow Chart depicts the planning structure for the college and the relationship of the master planning process to the core planning entities of the college. (See Figure 1.) Note that all arrows go both ways so that all segments have the opportunity for input creating a planning structure that is based on shared decision making. Figure 2 depicts Mission's organizational structure. (For more detailed information on each area, see Appendix D.)

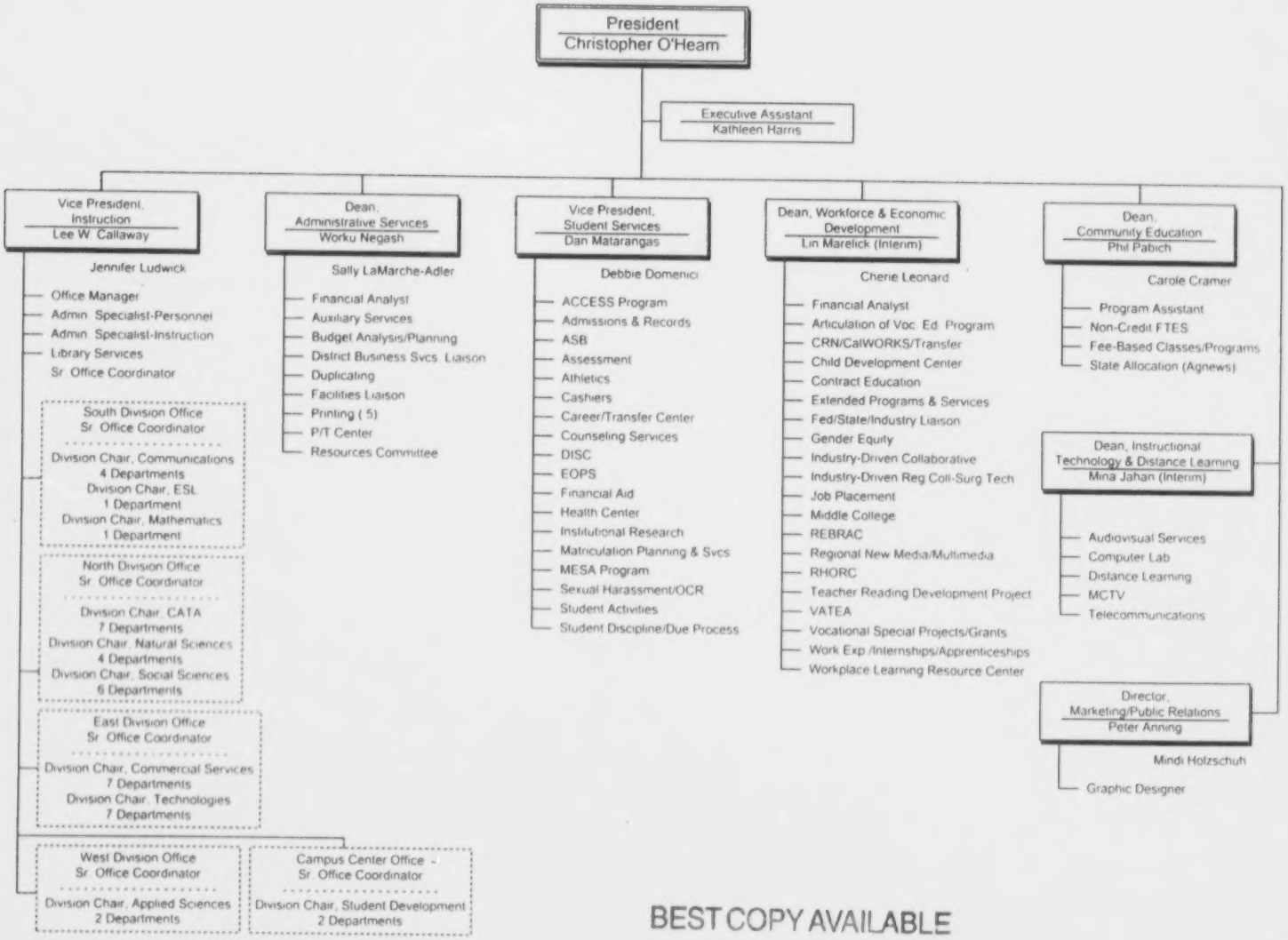
Figure 1
College Planning Flowchart



BEST COPY AVAILABLE

Figure 2

MISSION COLLEGE



BEST COPY AVAILABLE

College Educational Programs and Staffing

Educational Programs

In line with the college mission statement, that reflects the institutions' core values, goals, and basic educational philosophy, a wide variety of educational and training opportunities are available to students. Each of the programs will be discussed in detail in the Cluster Summaries. Selected data are shown below to enable examination of the data on a more global basis.

Figure 3 depicts the disciplines at Mission College that offer certificates and degrees. Some disciplines offer one or more certificates only; several offer both certificates and degrees, while a few offer degrees only. The majority of degrees are associate of science degrees.

Mission College provides degree and/or certificate of proficiency options for students who undertake occupational educational programs. The certificate is granted when the student completes all the occupational education courses constituting the major in the discipline. General Education courses are generally not required for the certificate. Certificates of proficiency have 18 units or more and are designed for students wishing to obtain an employable status. The certificate is intended to serve as evidence that the student has completed all courses with a grade of "C" or better and is able to perform the duties and responsibilities of the job for which the certificate was developed. The student's transcript carries an official notice that the individual has obtained the certificate.

Some departments offer students the option to receive a certificate of completion that specifies completion of a certain sequence of courses totaling less than 18 units. All courses must be completed with a grade of "C" or better and their transcript will also carry a notation that they have earned the certificate of completion.

All educational programs at Mission College are designed to provide students with the opportunity to earn an associate degree. Therefore, students who choose to pursue the certificate of proficiency may also obtain an associate of science or arts degree without the loss of credit or duplication of courses. The degree is granted on completion of the disciplines' total program, including General Education requirements.

Implications for Curriculum and Instruction

The college appears to offer an appropriate variety of certificate and degree options to students in the associate of science areas. The associate of arts degree areas, however, appear to be more limited and, with only a couple of exceptions, there are no associate degrees available to students wishing to transfer in a non-occupational area. An associate of arts degree with a major in Sociology has recently been approved by the Curriculum Review Committee and will be going to the Governing Board in fall 2001. Other disciplines are encouraged to develop similar proposals.

In urging other disciplines to pursue grouping non-occupational general education and transfer courses into associate of arts degree majors, the college will be better able to demonstrate completion of the first two years of an undergraduate program in a non-occupational discipline. In addition, students would be further encouraged to prepare for transfer.

Figure 3
Mission College Degrees and Certificates

Dept.	Title	AS	AA	Proficiency	Completion
ACCTG	Accounting	X		X	
AH	Acute Care Nursing Assistant				X
AH	Childbirth Trainer Program				X
AH	Home Health Aide				X
AH	Nursing Assistant				X
AH	Comm Health Worker			X	
AH	Psychiatric Technician			X	
AH	Vocational Nursing			X	
ART	Art		X		
ART	Foundation				X
ART	Three-Dimensional Arts				X
ART	Two-Dimensional Arts				X
ART	Creative Arts		X		
BIOSC	Biological Science	X			
BUS	Business	X			
BUS	Business (Transfer)		X		
BUS	Business - Level I				X
BUS	Business - Level II				X
BUS	Business Microcomputers				X
CA	Clerical Assistant				X
CA	CA- Level I				X
CA	CA- Level II				X
CA	Data Entry Clerk				X
CA	Office Administration	X		X	
CA	Office Information Systems	X		X	
CA	Receptionist				X

Dept.	Title	AS	AA	Proficiency	Completion
DRAFT	Design Drafting - Electro/Mechanical	X		X	
DRAFT	Design Drafting - Electronic	X		X	
DRAFT	Design Drafting - Mechanical	X		X	
ENGL	Technical Communication			X	
ENGR	Engineering	X			
FPT	Environmental Technology	X		X	
FPT	Fire Protection Technology	X			
FPT	Fire Technology - Emergency Medical Tech				X
FPT	Fire Technology - Firefighter I				X
FPT	Fire Technology - Non-Ambulance Cert				X
GDES	Digital Illustration			X	
GDES	Graphic and Multimedia Design	X			
GDES	Graphic Design			X	
GDES	Marketing Communication			X	
GDES	Multimedia			X	
GDES	Web Graphic Design			X	
GLOBL	Global Studies		X	X	
GRART	Graphic Arts	X		X	
HM	Food Services Restaurant Mgmt			X	
HM	Fundamental Food Services Skills				X
HM	Hospitality Management	X			
IS	General Studies		X		
MATH	Mathematics		X		
MFG	Mecha-Tronic Training			X	
MFG	Nano-Technology Process			X	
MFG	Semiconductor Manufacturing Technology	X		X	

BEST COPY AVAILABLE

Dept.	Title	AS	AA	Proficiency	Completion
CET	Computer Electronics Technology	X		X	
CET	Network Associate (CNT)				X
CHD	CHD	X			
CHD	CHD Permit-Associate Teacher*			X	
CHD	CHD Permit-Site Supervisor*			X	
CHD	CHD Permit-Teacher/Master Teacher*			X	
CHD	Elementary Instr'l Aide/School Age Child Care*			X	
CHD	Family Child Care*			X	
CHD	Early Childhood Education*	X			
CHEM/ PHYS	Physical Science	X			
CIS	C/C++/Unix Programming - Level 1				X
CIS	C/C++/Unix Programming - Level 2				X
CIS	Computer Information Systems	X		X	
CIS	PC Systems Administration (Level 1)				X
CIS	Unix Programming Systems Admin - Level 1				X
CIS	Unix Programming Systems Admin - Level 2				X
CIT	Cisco Certified Administration (CCNA)				X
COMHL	Community Health Worker	X			
COMM	Communication				X

Dept.	Title	AS	AA	Proficiency	Completion
MGMT	Management & Supervision	X			
MGMT	Management & Sup - Level I				X
MGMT	Management & Supervision - Level II				X
MKT	Global Marketing, Management & Business	X		X	
MKT	Marketing	X			
MKT	Marketing - Level I				X
MKT	Marketing - Level II				X
MUSIC	Digital Music			X	
NS	Dietetic Service Supervisor				X
PE	Fitness Specialist - Aerobics				X
PE	Fitness Specialist - Personal Trainer				X
PT	Psychiatric Technician	X			
RF	Retail Floristry				X
RLEST	Real Estate	X			
RLEST	Real Estate Level I				X
RLEST	Real Estate Level II			X	
SOCSC	Social Science		X		
SOC	Sociology		X		
VN	Vocational Nursing	X			

* Pending state approval
AS=Associate in Science Degree
AA=Associate in Arts Degree
PROFICIENCY=Certificate of Proficiency for Occupational Education Programs
COMPLETION=Certificate of Completion

College Faculty and FTEF Comparisons

The passage of AB1725 called for districts to increase the number of full-time faculty and reduce the number of part-time faculty until a minimum ratio of 75:25 (FT: PT) was achieved. Mission College has made progress toward meeting the state goal and for 2000-2001 the ratio was 67:33 (FT: PT).

Every semester, individual departments/disciplines try to efficiently and effectively utilize the total full-time equivalent faculty (FTEF) allotted to them by the Performance Goals Committee. Both efficiency and effectiveness can be evaluated by reviewing the number of unduplicated sections offered and the enrollment (shown as weekly student contact hours or WSCH) generated by those sections. A benchmark goal of 525 WSCH generated per one FTEF has been negotiated with the faculty union and is used to estimate a department's efficiency and effectiveness in relation to others throughout the college (and district).

As is evident in Figure 4, programs vary considerably in their ability to reach such a goal depending on courses offered in a given semester as well as many other factors. Typically, newly approved programs, programs that are experimental, programs that have state-mandated enrollment limits on some or all of the courses or whose instructional space limits the number of students it can accommodate, and disciplines that offer several second-level courses do not meet the WSCH/FTE goal and are not/should not be expected to do so. Consequently, although the WSCH/FTE goal is a useful tool to use in evaluating an instructional program, care needs to be taken to examine other parameters that could affect it. Consequently, it should not be used as the sole predictor of program success or failure.

Summary of Faculty by Discipline

Implications for Curriculum and Instruction

Although Mission College and the district as a whole has made progress on reaching the state ratio of 75:25, FT: PT, the growth at Mission particularly has made it impossible to meet student needs without resorting to utilizing Associate faculty. Over the past few years, the majority of new faculty in the district has been hired at Mission College and the total number of faculty has increased significantly (from 98 to 153 in five years). While this has been good for the college and its students, it has also placed additional strain on resources.

Unfortunately, although districts remain obligated to plan for and try to reach the 75:25 ratio, state funding necessary to fully implement the goal has never been allocated except for the initial year. Internally, the college has had to form increased numbers of tenure review evaluation teams, locate office space for new faculty when no adequate space is available (e.g., virtually none of the college's office spaces, especially for faculty, are accessible to wheelchairs and most of the service areas suffer similar deficits), and stretch already limited fiscal resources further in order to provide supply budgets, duplicating budgets, computers, and other equipment.

Figure 4
Faculty by Discipline, Course Sections, FTEF and WSCH/FTEF

Discipline	Full-time Faculty	Part-time Faculty	Course Sections	FTEF	WSCH/FTEF
Accounting	3	8	42	9.797	513
Allied Health	See Health Occupations		23	4.642	300
Anthropology	Included with Sociology		5	1.600	368
Art	3	4	48	11.568	456
Astronomy	2	5	7	7.673	590
Biological Sciences	3	4-5	33	9.953	457
Business	3	6	53	9.698	662
Computer Applications	3	16	84	12.962	514
Computer Electronic Technology	4	9	71	16.742	520
Child Development	2	13	31	9.600	234
Chemistry	2	5	22	7.171	400
Computer Information Systems	2.5	7	110	16.760	926
Computer Information Technology	0	Varies	10	2.279	489
Computer Networking Technology	Included with CET		10	3.965	510
Communications	2	6	34	6.458	473
Counseling	8.7	0	38	2.931	505
Design Drafting Technology	3	8	29	6.476	590
Economics	1	Several	14	2.800	565
Engineering	1	Several	19	4.567	451
English	10	12	124	27.000	412
English as a Second Language	8	30-35	147	34.863	476
Fire Protection Technology	3	12	58	15.530	424
Foreign Languages	2	13	54	12.763	426
Global Studies (includes Soc Sci)	0	2	13	1.000	226
Graphic Arts	2	4	22	5.17	529
Graphic and Multimedia Design	2	3	0	5.028	856
Health Education	See Health Occupations		8	0.600	223
Health Occupations	13	15	88	36.434	317

BEST COPY AVAILABLE

Discipline	Full-time Faculty	Part-time Faculty	Course Sections	FTEF	WSCH/FTEF
History (includes Geography)	2	Several	27	5.600	549
Hospitality Management	2	7-8	22	5.821	406
Humanities	1	2-4	10	1.608	460
Learning Services (DISC)	0	0	38	3.880	118
Library Skills	0	1-2	4	0.134	54
Management and Supervision	1	1-2	23	1.728	316
Manufacturing Technology	1	Several	12	4.567	212
Marketing	1	3	12	1.732	469
Mathematics	12	25	141	37.019	536
Music	2	7	60	9.929	341
Nutritional Science (includes DS)	1	3-4	16	3.046	517
Philosophy	1	Varies	9	2.050	349
Physical Education	7	10	125	20.000	653
Physical Sciences (Physics and Astronomy)	2	5	25	7.060	589
Political Science	1	Several	17	3.008	647
Psychiatric Technician	See Health Occupations		24	15.900	376
Psychology	1	6	26	5.600	499
Reading	2	Several	31	5.989	458
Real Estate	1	Varies	12	2.400	608
Retail Floristry	0	6	21	1.413	209
Sociology	1	5	26	5.400	661
Vocational Nursing	See Health Occupations		33	15.292	282
Work Experience	0	14	16	2.000	1827

Counts are duplicated (e.g., Vocational Nursing WSCH is shown separately and in Health Occupations)
Course sections exclude concurrent sections (more accurately called "class meetings.") Source: WVMCCD PARIS Vital Statistics
WSCH and FTEF values from Mission College Performance Goals Committee report dated January 25, 2001

BEST COPY AVAILABLE

Hiring new faculty is one of the most important tasks undertaken by the college community. New faculty bring fresh perspectives, unique talents, and different skill sets upon which the institution and departments can draw to move the college forward.

Of the 146 requests for faculty, classified staff and administrators identified in area Concept Papers, 88 were prioritized very high (hire within one to two years, or hire within three to five years as soon as resources become available).

As a result of the 2000-2001 planning and budget allocation processes, two new faculty members were hired in English and one faculty member was hired or is in the process of being hired in each of the departments shown in Figure 5.

A counseling/ learning outcomes assessment coordinator and another nursing instructor were approved, but, to date, no appropriate candidate has been chosen.

Approximately eight of the nineteen filled positions are new; eleven are being filled as replacements for faculty who recently retired.

In addition, seven classified staff and one administrative position identified as part of this master planning process have been approved for hire effective July 1, 2001.

Child Development
Counseling (Engineering)
Counseling (MESA)
Counseling (Access)
DISC - High Tech Specialist
Engineering
English as a Second Language
Fire Technology
Foreign Language/Vietnamese
Graphics and Multimedia Design
Instructional Designer
Librarian
Math
Nursing
Physical Education/Social Dance
Reading
Sociology

Figure 5

The college is pleased to see the impact that the master planning process has had thus far on guiding the allocation of resources. The 2001-2002 academic year should provide the institution with an even better idea of the variety of ways the data generated by this process could be used to improve the college and provide increased opportunities for students.

BEST COPY AVAILABLE

VII. College Demographics

MISSION COLLEGE

VII. College Demographics

Service Area, Location, and Campus Access

Mission College owes much of its uniqueness to being geographically located in the heart of California's Silicon Valley (Santa Clara). While Mission serves its community by providing an array of degree and certificate programs and by offering a variety of transfer, vocational, basic skills courses, and personal and professional development courses, it also plays a significant role in training the workforce of local industry.

Mission's service area includes the cities of Santa Clara, Milpitas, and parts of San Jose. However, Mission draws many of its students from outside its service area (recent surveys suggest that approximately seventy percent of the regular enrollment in the district originates from areas outside the identified service area). At Mission College, the attraction to the institution is most probably a result of its proximity to large Silicon Valley businesses such as Intel and National Semiconductor, which employ large numbers of personnel. Further blurring the distinction between each community college's unique service area is the expanding distance education offerings (Internet and television courses) that Mission and neighboring colleges have recently offered.

Bordered by freeways on two sides and a major thoroughfare on a third, community access to the campus is nearly ideal. A newly improved entryway to the college, an expansion in the number of student parking spaces, and better signage are recent changes that have increased student access to the college by minimizing traffic congestion and parking problems.

Implications for Curriculum and Instruction

For Mission College, the economic boom of recent years has resulted in considerable industrial development surrounding the campus. While Mission's proximity to the thousands of potential students now employed in these new buildings will help to ensure its continued growth, the resulting increase in vehicular congestion is bound to negatively affect access to the campus in future years.

The leasing of a portion of the college's land several years ago is providing an income stream that many other community colleges do not enjoy. The facilities constructed on the leased site originally included a shopping mall complex with a twenty two-screen AMC theater. More recently, other parcels of the land were also developed and now contain several multi-story buildings. The potential impact of all of these developments will undoubtedly be significant once they are fully occupied. Already the night classes at Mission College have been affected, since close to eighty percent of the college's students attend classes after 4:30 p.m., which is when the AMC theaters have their highest attendance. Traffic patterns entering and leaving the college and nearby street traffic are all heavily congested now throughout the day, but particularly from 5:00 to 7:00 p.m.

Since the majority of companies surrounding the college are high-tech, it follows that the main increase in Mission's enrollment growth would be in related areas. Although the curriculum offered at the college remains well balanced, the growth in technology-assisted and technology-related fields is

expanding more rapidly than other disciplines. In addition, the demand by faculty, staff, and students for the latest and greatest software and hardware has placed a very real strain on existing resources.

These conditions present the college with at least three on-going challenges:

- Establishing policies and procedures at department and college levels to ensure that professional development is regularly available to faculty and staff, maintaining their currency in the field.

- Encouraging departments to participate fully in the program review process and to routinely review and revise their curriculum.

- Developing fiscal allocation procedures that ensure sufficient technical support is hired to maintain the equipment and adequate funding is available to continue acquiring state-of-the-art hardware and software.

Community Demographics and Population Trends

According to the Association of Bay Area Governments (ABAG), by 2020 the Bay Area will be home to more than 8 million people with 1.93 million expected to reside in Santa Clara County alone. This represents a sixteen and fourteen percent increase, respectively, over current population figures. The Department of Finance (DOF) even more optimistically projects that Santa Clara County will reach 2.013 million by 2020, a twenty percent increase. The population growth is expected to be primarily a result of increases in births and life expectancy rather than due to migration. ABAG forecasts an increase of more than 100,000 new households between 2000 and 2020.

The Silicon Valley Manufacturing Group (SVMG) predicts that population growth in Silicon Valley between 2000 and 2010 will result in the school age population (ages 5 to 19 years) increasing by 40,000. In Santa Clara County, the number of elementary school students in the five to nine year old age bracket increased twenty-three percent between 1995 and 2000. This "bulge" is expected to impact the community college system by about 2005 or shortly thereafter. The number of students in the fifteen to nineteen year old group is projected to continue to grow beyond 2010 representing a fifty percent increase, or 50,000 students, between 2000 and 2010.

The Bay Area's melange of ethnicities and nationalities is expected to continue expanding. By 2020, whites are expected to constitute forty-one percent of the population, down from sixty-one percent in 1990. Hispanic/Latinos are expected to represent twenty-four percent by 2020. Those of Asian, Filipino, and Pacific Island descent are expected to grow to twenty-seven percent. The proportion of African-Americans is expected to remain fairly constant at about four percent. (Other non-white ethnic groups account for the remainder.) By 2020, minorities are expected to represent fifty-nine percent of the Bay Area's population.

Implications for Curriculum and Instruction

The expected population growth in Santa Clara will have a considerable impact on its community colleges, particularly Mission College the construction of which was drastically impacted by Proposition 13 and succeeding lean budget years.

As a result, the campus has never been completed and has constantly been impacted by the population growth seen over the last twenty-five years.

Lacking any permanent instructional space beyond its one large main building due to the funding reductions imposed by Proposition 13, Mission College has had to be creative and innovative to keep pace with increasing student and community demands. The evening program has been expanded to the point that every available classroom is fully scheduled Monday through Thursday nights after 7:00 p.m. (and there are very few classrooms available after 4:00 p.m.). The weekend college offerings have increased significantly and courses are currently offered Friday evening, all day Saturday, and a portion of Sunday.

As enrollments of high school students increase there will be an increased demand for expansion of the day program at Mission College. The advent of a Middle College in fall, 2001 will in all likelihood further increase the need to add more sections of all courses during the daytime, especially those that satisfy general education requirements for graduation.

But being innovative and creative only goes so far. Teacher shortages, that are already impacting the college's ability to hire both full-time and part-time faculty, are expected to become more acute in Silicon Valley in the future due to a combination of factors (e.g., increasing enrollments, decreasing class sizes, and escalating housing costs). When these factors are considered, along with the fact that a high proportion of community college faculty are at or nearing retirement age, it is likely that Mission College will experience huge enrollment demands at the same time there are fewer teachers, more restrictions on resources from the state, and less space available to provide an appropriate learning environment.

Without new construction, the projected population growth in the next ten to fifteen years will further exacerbate Mission's space problems, further reduce the adequacy of the teaching and learning environment provided for students, and further strain the individual department's ability to respond to industry and student demands.

Employment Projections

More than 220,000 jobs have been added in Silicon Valley between 1995 and 2000, 60,000 in 1997 alone, slowing to 15,000 in 2000. While there will continue to be appreciable job growth in the South Bay between 2000 and 2020, it is expected that a significant amount of the region's high tech employment activity will begin to migrate and cluster in counties adjoining Santa Clara County. In fact, the ten cities ABAG ranked highest in projected job growth are located in six different counties. Even so, Silicon Valley Manufacturing Group's long-term forecast is for another 183,000 new jobs within the Silicon Valley between 2000 and 2010, the greatest numbers of which will be in San Jose/Milpitas (73,000) and northwest Santa Clara County (45,000).

ABAG projects that the nine-county San Francisco Bay Area will add nearly a million new jobs over the next 20 years. Fifty percent in the services sector (business and professional, health and recreation, social and personal), nineteen percent in the manufacturing and wholesale sector, eleven percent in the retail sector, and the remaining nineteen percent in a variety of professional and other jobs (ranging from communications, insurance and real estate to construction and transportation). Of the nine bay area counties, Santa Clara is expected to gain the most new jobs (231,000) through 2020. And Santa Clara tops the charts among counties for new jobs in the services sector

(114,000 jobs) and manufacturing / wholesale (70,000). It must be anticipated, however, that the recent downturn in Silicon Valley's economy, combined with statewide energy shortages, will adversely affect job growth. Even so, significant growth is almost certain.

California State University's DES Long-Range Labor Market Projections Website lists the forecasted number of annual job openings in the fastest growing occupations. The graph shown on the following page shows the number of annual job openings in Santa Clara County and the entire San Francisco Bay Area in the nine 25 fastest growing occupations that require a degree or most benefit from a college education. In Santa Clara County, the projections show that among the fastest growing occupations are computer engineers, electrical engineers, computer programmers and Systems analysts, all technology related careers. Also in demand are registered nurses and teacher aides, as well as general managers and top executives.

Implications for Curriculum and Instruction

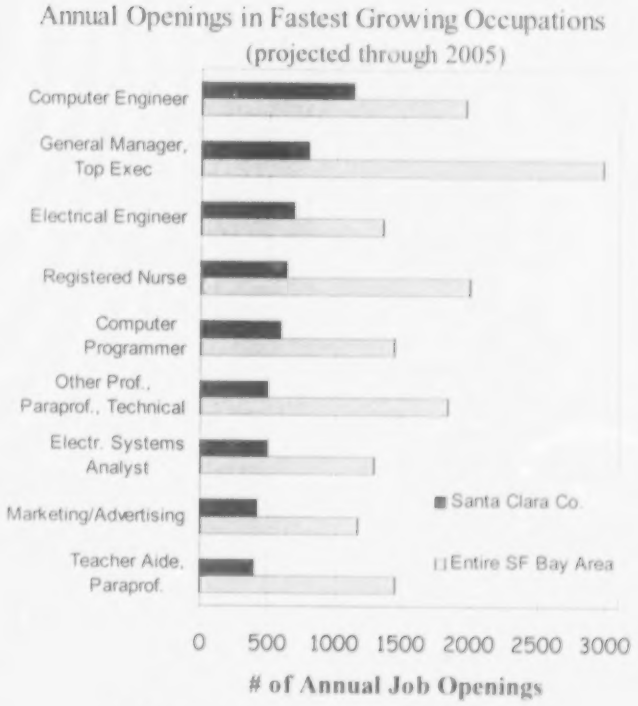
The job growth projected for Silicon Valley, particularly that expected in San Jose/Milpitas and northwest Santa Clara County, is expected to impact Mission significantly and challenge it in at least the four following ways:

- Determining ways to serve the region's many new employees that find Mission's emphasis on the delivery of night, weekend, and distance education courses compatible with full-time work schedules.

- Developing methods to meet the expanding contract education needs of industry.

- Strategizing how to optimize current instructional delivery systems used to address changing industry training needs; and

- Developing expedited processes for modifying existing and creating new curriculum to serve identified needs.



SOURCE: CSU DES Labor Market Projections

Figure 6

Mission does not expect to be impacted as much as many of its neighboring community colleges. This is due to the fact that the projections for the greatest number of new jobs between 2000 and 2010 will be in Mission's service area (73,000 new jobs in the San Jose/Milpitas area) or in regions within relatively close proximity and easy freeway access (45,000 new jobs in northwest Santa Clara County).

Given the high cost and lack of land in Silicon Valley, predicted job growth (even if slowed somewhat due to the economic downturn and the energy shortages) will continue to outstrip the ability of the area to construct new housing. Consequently, commuting will become a way of life for an increasing proportion of those employed in Santa Clara County. Mission's emphasis on evening, weekend, and distance education course offerings will very likely mitigate the negative impact this trend would have typically have on a college's enrollment, particularly those colleges that serve a more traditional student population.

Mission is facing both a tremendous opportunity and a number of significant challenges in the years ahead. The trends noted above in addition to the effect of Tidal Wave II emphasize the need to pursue the expansion of Mission's distance education and "weekend college" programs.

Enrollment Projections

Estimated employment and population growth for Santa Clara County, and historical enrollment growth at the college, serve as the basis for projecting the number of students who will attend the college in future years. The college uses similar data annually to forecast the amount of FTEs that will be generated and the number of sections to offer in each area which is then used to determine the staffing required to meet the needs of students. The size and type of facilities required to house both new and existing programs is then determined and a financial plan for capital outlay and on-going operations is created.

Often used as the basis for enrollment projections, participation rate expresses the number of students enrolled as a percentage of the adult population. The participation rate from zip codes both within and outside of Mission's service area is depicted in Figure 7. Note that the participation rates show the number of Mission College students residing in a given zip code area, expressed as a percentage of the entire adult population of the respective zip code area.

Analysis of the data shows that the participation rate of students in zip code areas outside of Mission's service area is higher than in cities within its service area. Calculations also indicate that approximately twenty-four percent of Mission's fall 1998 credit enrollees resided within the West Valley - Mission Community College boundaries (service area) and seventy-six percent resided in zip codes outside of district boundaries. This helps to corroborate the claim that Mission's students predominantly reside outside of its service area and that attendance is more a function of where its students are employed rather than where they live. While the college does not currently collect the employment address of its enrollees, there is sufficient anecdotal evidence to suggest that the majority of students enroll at Mission due to its proximity to their jobs and not their residences. The college's enrollment projection model therefore places more emphasis on the employment growth rather than population growth of the surrounding community.

BEST COPY AVAILABLE

Participation Rate Analysis - Mission College

Fall 1998

Zip Code	Miles from MC	Total Population	Adult Population	Student Headcount	Participation Rate
95008	7.7	48,774	31,420	106	0.34%
95050	3.1	35,877	23,112	375	1.62%
95051	3.3	53,144	34,235	541	1.58%
95054	0	11,123	7,165	298	4.16%
95030	12	26,951	17,130	9	0.05%
95032	11	21,354	13,756	48	0.35%
95117	5.6	26,496	17,069	123	0.72%
95124	9.5	48,917	31,512	77	0.24%
95128	5.4	33,014	21,268	89	0.42%
95129	6.3	39,454	25,416	83	0.33%
95130	6.3	11,873	7,649	35	0.46%
95070	9	32,095	20,676	40	0.19%
Service Area Bounda		**389,072**	**250,408**	**1,824**	**0.73%**
Outside Service Area Boundary		**1,198,544**	**772,166**	**5,856**	**0.76%**

Source: WVMCCD Community Needs Assessment

Figure 7

Implications for Curriculum and Instruction

The participation rate data presented in this section was taken from the WVMCCD Community Needs Assessment document produced in June 2000. Unfortunately, the information provided does not indicate where or when during the semester the data was obtained (e.g. student headcount: it is unknown whether the count was taken at first census or end of semester.

The zip code analysis does show that in fall 1998, the majority of the students enrolled in credit classes at Mission College lived outside the district's service area. It also shows that the participation rates are slightly higher in areas outside the district's service area rather than within the district's political boundaries.

Other than furnishing the above information, it is impossible to draw any further conclusions based on the participation rate data displayed.

Given that the majority of Mission's students work and that they are attending a community college that is not near their residence, the employment projections issued by ABAG, DOF, and SVMG referred to in the previous section, are of more importance in predicting future growth patterns at Mission than are results of participation rates and resident zip code analyses.

Employment growth of the businesses surrounding Mission College is expected to be significant over the next ten years. Even factoring in the recent downturn in employment projections, all groups continue to project increasing employment opportunities in Silicon Valley. Since Mission has a large evening college, a growing weekend college, and has placed curricular emphasis on several of the emerging job growth areas, it is projected that Mission will experience continued high enrollment growth over the next several years.

Past enrollment activity and projected future enrollment growth is displayed in the following chart:

BEST COPY AVAILABLE

Mission College
Enrollment Activity Distribution & Projection
(Weekly Student Contact Hours)

Year at Fall Term	WSCH	**WSCH (projected)**	% of Distr WSCH
1994	80,477	–	39.0%
1995	80,323	–	40.4%
1996	87,856	–	42.7%
1997	89,634	–	41.3%
1998	95,802	–	41.8%
1999	94,256	–	42.5%
2000	--	**101,674**	46.0%
2005	--	**124,421**	48.0%
2010	--	**142,300**	50.0%

Source: WCMCCD Five-Year Construction Plan, 2/00 updated to include "known" F'99 WSCH value and to more accurately reflect the proportion of district WSCH Mission is generating

Figure 8

Student Demographics

Starting out with a 1978 student body numbering 3,600, Mission nearly tripled its headcount (unduplicated) to 9,433 during the next four years. By 1991 Mission's headcount reached an all time high of 11,223, a figure not subsequently surpassed due to various factors including state-mandated fee increases for the community college system and changes in the local economy. With its proximity to industry, Mission has since its earliest days catered to a more non-traditional student population than

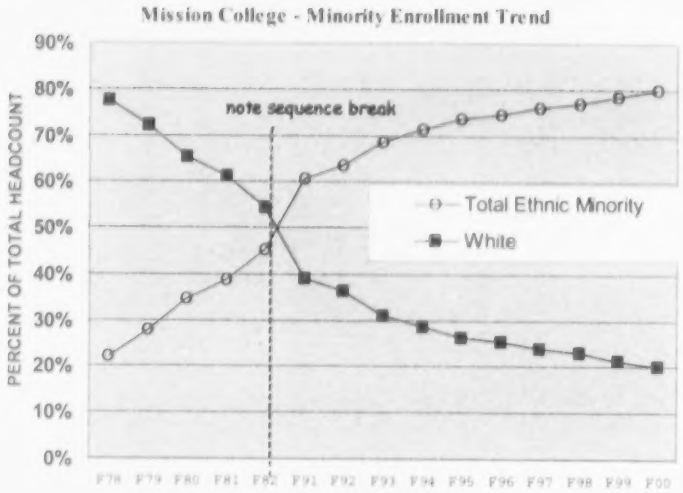


Figure 9

institutions operating from within established residential neighborhoods. The Mission College student is typically older, employed, and more likely to be matriculated due to Mission's geographic proximity to their place of employment rather than due to where they reside.

Ethnicity

With a fall 2000 headcount of 9,500, Mission's student body reflects the tremendous diversity of its community. Non-white students now account for eighty-one percent of the student body. In fact, so much change has occurred during the last fifteen years that Mission has experienced a complete reversal in its minority and non-minority ethnic distributions, as displayed in Figure 9.

Distribution of Fall 2000 Student Ethnicities

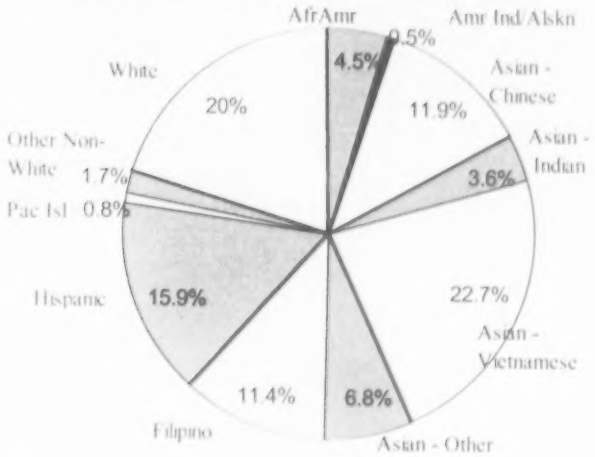


Figure 10

The ethnic composition of Mission's fall 2000 student body is 4.5% African American, 0.5% American Indian /Alaskan, 45% Asian, 11% Filipino, 16% Hispanic, 1% Pacific Islander, 2% other non-white, and 20% white as displayed in Figure 10.

Mission's ethnic composition closely parallels the statewide community college system's ethnic proportions for African American (5%) and Hispanic students (17%), while it serves significantly more than the system's proportion of Asian students (9%). Mission's high proportion of Asian students (45%), especially those of Vietnamese descent (22.7%), reflects the significant influx of Asian immigrants in Santa Clara County during the last decade and a half.

Statewide, during the past ten years, the greatest increases in population growth have been in persons of Asian descent. A large proportion of Vietnamese immigrants have chosen to settle in Silicon Valley, now the second largest Vietnamese community (after Los Angeles) in the country. However, unlike the first wave of immigrants from Asia that possessed a high level of education and, in many cases, came with excellent financial resources, succeeding waves of East Asian immigrants have been less well educated and have arrived with significantly fewer resources. Taking advantage of the educational opportunities now available to them, many are entering higher education through the community colleges.

In addition to the Vietnamese people that have become a part of the local community, subsequent Asian migrations have also brought people from Hong Kong, India, Korea, and the Philippines all of whom are represented in Mission College's current student body.

Students of Vietnamese descent have accounted for the greatest growth of any ethnic group in the college's history. Within seven years, from 1988 to 1995, the proportion of Vietnamese students increased from twelve to twenty-eight percent. During the five years between 1995 and 2000, this proportion has decreased to twenty-two percent. However, during the same five-year period, students of Chinese and Indian (Asian) descent have increased their representation from six to twelve percent and two to nearly four percent, respectively. Mission's African American and Hispanic populations have fluctuated significantly less during the last decade, between four and five percent and between thirteen and sixteen percent, respectively.

BEST COPY AVAILABLE

Primary Language

In fall 2000, more than forty-five percent of Mission's students self-reported that English is not their native language. In addition, it is estimated that eighty-five percent of Mission's student body are first generation to college (neither mother or father attended college.) This huge influx of non-native speaking students during the last decade has brought with it a tremendous need for basic skills and English as a Second Language (ESL) classes. In response, Mission has increased the number of basic skills and ESL courses it offers, but when examined in relation to curricular balance college-wide, ESL currently offers far fewer sections than would probably fill. During the fall 2000 semester, fourteen percent of all class sections offered at Mission were either basic skills or ESL classes.

Enrollment Status and Educational Goals

Another example of Mission College's unique student population is the large proportion of students attending part-time. Historically, the proportion of students enrolled full-time has never exceeded twenty one percent at Mission and during the last five years has not exceeded nineteen percent. Approximately 3,000 students each semester enroll in no more than one course in a given semester and another 2,500 enroll in only two.

The ratio of full-time to part-time is somewhat corroborated by students' self reported educational goals which, although not a terribly accurate measure of student intent, suggest that:

- nine percent wish to earn an associate of art or associate of science degree without transferring,
- sixteen percent are enrolled for personal interest only
- more than sixteen percent of Mission's student body are enrolled specifically to upgrade their skills for their current or a new career,
- fifteen percent wish to earn an occupational degree or certificate, and
- fourteen percent attend the college for other reasons such as to maintain a certificate or obtain a GED.

The remaining thirty percent have indicated a desire to earn a degree and transfer, however, this value is very likely overstated due to the inherent incentives and social pressures surrounding the selection of this particular educational goal. The result is that one or more of the percentages for the prior categories are very likely understated. Analysis of students patterns in taking courses suggests that the proportion of students with an intent to transfer is realistically somewhere in the neighborhood of ten to fifteen percent of the student body. This is a far more realistic perspective on student transfer goals given that only about three percent of Mission's student body transfers to four-year institutions each year.

Age and Gender

The age of Mission College's student body is another characteristic that differs from colleges that serve a more traditional student population. (See Figure 11) Mission receives approximately 500 new-to-college transfers from local feeder

high schools each fall semester that represents just five percent of its student body. While the age that represents the greatest number of students is twenty, the 18 to 20 year old group represents just fifteen percent of the overall student body. Although a low percent, this percent is a marked increase from the ten percent that this age group represented ten years ago (1991).

The only other age group that has seen this much change is the 21 to 25 year old group which between 1991 and 1995 increased from twenty to twenty six percent and has only recently declined to twenty four percent of the student body. A slight increase during the last decade in the proportion of the 50+ age group has been enough to maintain the average students' age at Mission at 30 years.

Mission College Fall 2000 Age Distribution

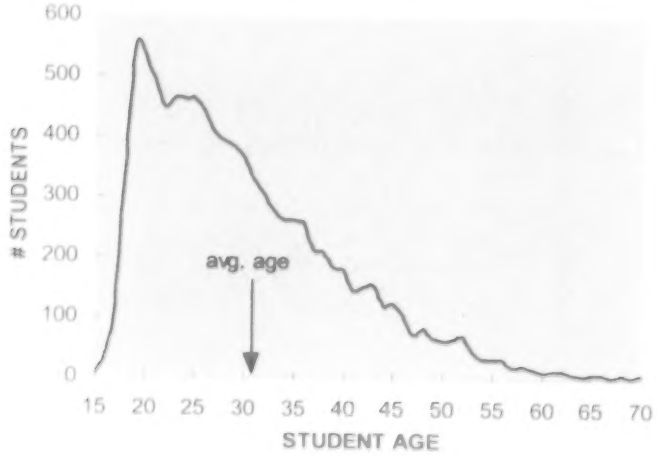


Figure 11

The gender distribution has remained close to 50:50 for the last fifteen years, but during the last two years female attendance has changed incrementally at Mission and the current gender breakdown is fifty-three percent female and forty-seven percent male.

Educational Background

Approximately twenty-two percent of Mission College's fall 2000 student body self reported on the Admissions Application that they had previously earned an associate or higher degree. Another seventy percent reported that their highest level of education before being admitted to Mission was a high school diploma or GED (fifty-eight percent U.S. and twelve percent foreign high school diplomas). Another four percent reported that their highest level of education is below this level.

Implications for Curriculum and Instruction

The fact that the student population at Mission College is diverse, that more than forty-five of Mission's student body speaks a language other than English as their primary language, and that approximately eighty-five percent are first generation to college, will continue to impact discussions relating to the "balance" of Mission's curriculum. The Association of Bay Area Governments predicts that by 2010, fourteen out of every fifteen Santa Clara County workers are likely to be either a minority or a woman. Should this projection prove to be true for the county's minority growth, the resulting increase in demand for basic skills courses at Mission will very likely necessitate an increase in the number of lower level English, reading, math, and ESL sections the college offers. Any increases in these areas should focus particularly on preparing students for success in occupational

programs and enabling them to gain the necessary reading, writing, listening and speaking (and sometimes computational) skills for employment. This area of the curriculum will need to be monitored closely to validate projected trends.

Even though seventy-four percent of the students enrolled at Mission have an educational status that seems quite traditional for admittance into the community college system, the factors described previously suggest that many of these students are attending specifically to retool in order to advance or change their careers. This is supported by the fact that Mission attracts a relatively small number of high school transfer students. Only seventeen percent of the student body is eighteen to twenty years old. A strong demand exists for evening and weekend classes and course taking patterns confirm that few students intend to transfer.

While economic growth is often said to draw enrollments away from the community colleges, growth in the tech sector can also attract students eager to upgrade their skills for advancing or changing their careers. By keeping abreast of the changes in industry, developing new state-of-the-art curricula, and expanding existing technology-oriented programs, Mission has benefited from Silicon Valley's technology sector boom of recent years. High potential salaries are the primary incentive for these career changers and are responsible for the quick growth of Mission's Web design courses, the almost explosive growth in the Graphics and Multimedia Design department and the impending growth of the new Computer Information Technology department. Similarly, the tremendous employment opportunities that exist as a result of the recent boom in e-commerce has also been felt in the classroom.

Given the steady population growth in the surrounding community and the lure of financial gain, particularly in the technology sector, for those who obtain relevant training, Mission has tremendous growth potential for the foreseeable future. Unfortunately, even though the college has steadily increased its Friday and weekend (Saturday and Sunday) course offerings, it anticipates facing space constraints within the next two to three years (particularly of computer labs) even on those days.

The evening hours, when students most wish to attend classes, remain so impacted that on any given weekday night the college is hard-pressed to locate even one available lecture or computer lab room. In fact, the college even has to schedule lectures in conference rooms to accommodate the needs for evening instructional space.

Two new buildings containing some permanent classroom space are scheduled for construction in 2002, however, the facilities are program-specific (Child Development/Child Care Center, Science and Technology Complex) so significant impact college-wide will probably not be readily evident. Furthermore, even benefits to the involved areas will not likely be felt until 2003 and later. It is expected that the additional rooms combined with the effect of the projected increase in high school graduates, dubbed Tidal Wave II, will enable Mission to continue its growth. However if the planned Cultural, Technical and Performing Arts building, along with an additional building to replace the portable classroom building's general lecture space, are not constructed in the next five to seven years, future growth will be of serious concern.

Curricular Offerings and Balance

The curriculum offered at Mission College is to some extent shaped by the offerings of neighboring institutions and by community demand. Even so, Mission offers a comprehensive curriculum that reflects the mission of the California Community College system and the college's core values and goals.

The mix of educational programs at Mission and the extent to which this balance has changed in recent years is best illustrated using the enrollment activity that each grouping of disciplines generates. For the purposes of this comparison, Figures 12 and 13 show enrollment activity in terms of student full-time equivalents (FTES) since that is the basis for the allocation of state funds to individual community college districts.

Mission's curricular balance has, in recent years, emphasized technical and computer related disciplines such as computer electronic and network technologies, web design, and information systems. While meeting the demand of industry for a technically competent workforce, this trend also reflects Mission's conscious effort to satisfy community demand for the coursework, certifications and degrees necessary for career changers to take advantage of lucrative employment opportunities that now exist in such areas as web design and e-commerce.

To better position itself to meet projected population and job growth in Santa Clara County, Mission has since 1995 consistently increased the number of courses it offers during the less impacted morning and afternoon hours, as well as on weekends. While these scheduling shifts are, in part, due to evening room shortages they have also occurred in response to an institutional focus on improving space utilization and meeting the growing demand for more daytime and weekend course sections. This shift would not have occurred without the concerted effort of faculty and administration to make classes available at almost any time (one Physical Education course is currently successfully offered between 10:00 p.m. and midnight).

Program Area	Proportion of Fall 1994 Total FTES	Proportion of Fall 1997 Total FTES	Proportion of Fall 2000 Total FTES
Business (Accounting, General Business, Computer Applications, Management, Marketing)	11%	11%	10%
Technology (Computer Electronic Tech., Computer Information Systems, Computer Network Tech., Manufacturing, Multimedia and Graphic Design)	10%	13%	16%
Natural Sciences (Astronomy, Biological Sciences, Chemistry, Engineering, Physics)	9%	10%	7%
Mathematics	12%	11%	11%
Social Sciences (Economics, History, Philosophy, Political Science, Psychology)	9%	7%	7%
Cultural & Technical Arts (Art, Graphic Arts, Foreign Languages, Humanities, Music)	14%	16%	18%
Applied Sciences (Allied Health, Fire Protection Tech., Environmental Tech., Health Ed., Psychiatric Technician, Vocational Nursing)	14%	12%	12%
English as a Second Language	8%	9%	8%
English, Reading, & Speech Communication	8%	9%	8%
Other Areas	3%	3%	3%

Figure 12

Fall 2000 FTEs Distribution

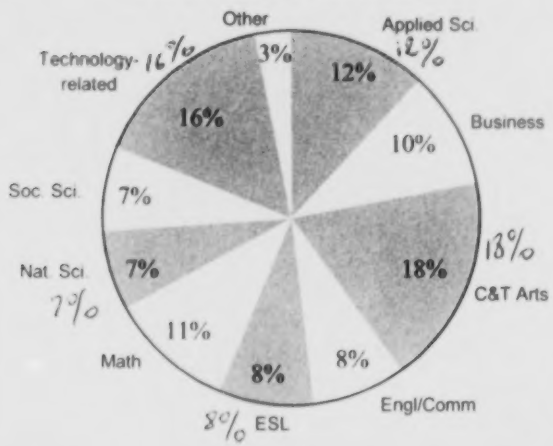


Figure 13

Implications for Curriculum and Instruction

ABAG, DOF, and SVMG population, employment, and high school graduate projections for Santa Clara County describe an impending demand that few community colleges, including Mission College, presently have the facilities and other resources to fully meet. At Mission, key strategies to continued growth include:

- expanding course offerings during the daytime as well as on both Saturday and Sunday,
- increasing the curricular delivery methodologies that are utilized to reach as many students as possible (e.g., Internet, television),
- leasing classroom space from nearby companies, and
- developing outreach centers/ campuses.

The college will eventually need to determine whether or not it will be able to meet its growth cap. Thus far, the college has been able to do so and faculty, staff, and students have responded well to the resulting challenges they must face in order to successfully grow and "make cap". Unfortunately, given the current funding formulas used by the state to provide apportionment to the community colleges, turning down the opportunity to grow is not a viable option for the district to remain fiscally solvent. If the college is successful in optimizing its use of space and qualifying to obtain state construction funds for the facilities recommended as part of this master planning process, the college will be able to meet the anticipated demands well into the future.

Faculty and Staff Demographics

Responding to state mandates to increase the proportion of full-time teaching faculty, Mission has hired approximately 35 new full-time faculty members during the last five years, a thirty percent increase. These 153 faculty work alongside approximately 270 Associate faculty, and are supported by approximately 90 full-time classified staff and an executive administrative team of eight.

While the college has made a conscientious effort to address diversity and inclusiveness issues, the diversity of Mission's faculty and staff do not perfectly represent that of the community or its student body.

BEST COPY AVAILABLE

- Females represent sixty percent of the full-time faculty and eighty-four percent of the full-time classified staff (gender is not available for Associate faculty), compared to fifty-three percent of the student body.

- Of known ethnicities, minorities represent thirty percent of the full-time faculty, forty-nine percent of the full-time classified staff, and thirty-seven percent of the administrative staff (ethnicity is not available for Associate faculty), compared to eighty-one percent of the student body.

- Of known ethnicities, African Americans represent four percent of the full-time faculty, nine percent of the full-time classified staff, and twenty-five percent of the administrative staff, compared to five percent of the student body.

- Of known ethnicities, Hispanics represent thirteen percent of the full-time faculty, fifteen percent of the full-time classified staff, and zero percent of the administrative staff, compared to sixteen percent of the student body.

- Of known ethnicities, Asian/Filipino/Pacific Islanders represent fourteen percent of the full-time faculty, fifteen percent of the full-time classified staff, and thirteen percent of the administrative staff, compared to fifty seven percent of the student body.

These comparisons indicate that the diversity of the student body is far greater than that of the faculty, staff and administrators employed by the college. It may be useful to develop hiring procedures that would result in increased levels of personnel in some categories. There are 248 full-time employees at Mission College and approximately 10,000 students.

Implications for Curriculum and Instruction

A student body in which half the students are new each semester will obviously reflect changes in the community's population characteristics much more rapidly than a college's full time employees. Despite having made excellent progress in increasing the diversity of its human capital during the last five years, Mission obviously still has to increase the diversity of its personnel.

Given the large proportion of Asian and Filipino students at Mission many of whom are first generation to college and/or have considerable language barriers, recruitment efforts should be developed to attract greater numbers of personnel that represent these ethnic groups. In the recent revisions of the college mission statement, core values and goals, staff diversity was identified as one of several major goals for the institution.

Due to the large population of Vietnamese students matriculated at the college and the need to provide support for this growing group of students, student services hired a full-time Vietnamese counselor a few years ago. This year, due to the large enrollments of students in Vietnamese language and culture courses, the Foreign Language department hired a full-time Vietnamese instructor.

More efforts need to be made at every level throughout the college to see that positions are advertised appropriately and that hiring teams are adequately trained on diversity issues.

Community Participation and Partnering

A survey was conducted of twenty-eight companies surrounding Mission College. The companies included four government, nine manufacturing/hardware, six Internet/ telecommunications, four health, one bio tech, four service, and one marketing. Of the twenty-eight organizations, nineteen had partnered with one or more community colleges and fourteen had partnered specifically with Mission College either via the Corporate Training Program or directly with the credit programs. Twenty stated that the college was currently meeting their needs.

As anticipated, the survey responses provided some useful information for consideration in the development of programs and services at the college:

1. Changes are occurring rapidly in the computer industry.

2. Businesses often prefer to train their own, however, they want to hire students who have good foundations in communication, ethics, etc. and who can demonstrate that they have the ability to learn.

3. The college is not visible enough in the community.

4. Companies expressed a desire to have the college assist them in designing career ladders for employees and to help them acquire the skill sets necessary for the various levels.

5. Individuals wishing to retrain for a new field or upgrade their skills for an existing job will likely remain as high priorities for educational institutions in the foreseeable future.

Implications for Curriculum and Instruction

Mission College will need to continue developing new methods of reaching out to its community partners. Rapid change will necessitate modifications in curriculum and equipment requiring that the college be as flexible as possible in order to keep pace with industry and student needs. Although it is imperative that the college stay on the "cutting edge" in the technology field, it may be even more important in some instances for the college to provide students with the basic foundations in communication, teamwork, presentation, and ethic to increase their employability. Disciplines such as English, Communication, Reading, Mathematics, and others will need to continue expanding as Mission's student population grows. Assuming that the college's students continue to represent the diverse community population, there will also be on-going demands for more basic skills classes in English as a Second Language and other disciplines to serve the needs of the college's non-native speakers.

The college needs to do more to increase its visibility in the community. Better information on the variety of programs offered, the accessibility of courses to students, and the location of training programs on and off campus need to be provided. Advisory boards need to become more active within the programs they serve to assist faculty in developing pertinent curricula as well as to enable the business community to become active participants in the education of future employees.

While Silicon Valley is well known for its high tech industry, the growing needs of service-type occupations should not be overlooked. The college will need to address the changing training needs of a wide variety of levels that support many existing occupations.

VIII. Educational Master Plan

MISSION COLLEGE

VIII. Educational Master Plan

Current and Future Needs for the College's Programs and Services

The master planning effort has been focused on moving the college beyond its usual processes of looking inward and "talking to itself," toward the development of continuous dialogue andcollaboration among the college and community constituencies.

Inevitably, in a process that by design encourages clarification of values, sharing of diverse perspectives, and candid discussion and debate, there arise both recurrent themes as well as apparent paradoxes of unresolved concerns.

Some of the apparent internal inconsistencies that surfaced over the course of this master planning effort were:

- The perception of Mission College as an open, friendly, culturally aware, proactive and innovative institution - contrasted with expressed viewpoints that see the college as resistant to change, unsure of direction, and sometimes invested in "turf protection."
- The underlying emphasis to serve the "traditional student" - contrasted with the need to serve the typical Mission student who is "non-traditional" and often has special needs.
- The dichotomies that exist throughout the college on the importance of general education vs. occupational education, of learning skills vs. technical skills, of developmental/remedial education vs. college-level programs.
- The need to serve younger, full-time, day students - contrasted with the need to provide comparable services to the college's adult, part-time, evening and weekend students.
- The emphasis on teaching and learning - contrasted with an emphasis on support services and non-teaching functions.
- The desirability of collegiality and shared decision-making - contrasted with the need for efficiency and timeliness in governance.
- The value of having high expectations of participation by all employees - contrasted with the danger of too many demands and the hazard of burnout.
- The desire to do everything for everyone, all at once and with excellence - contrasted with the need to determine well-defined, well-planned priorities for action.

The Steering Committee realized that progress cannot be made, nor the concerns raised adequately addressed, without continued discussion. Therefore, the internal themes identified, if recognized and affirmed, will provide a platform on which to guide the continued educational development of Mission College. The internal inconsistencies raised can, hopefully, promote significant discussion, creative solutions, and continuous growth in positive directions - for individuals, for the college, and for the community.

The discussion within the Steering Committee and with a wide array of college and community constituents, identified several major external and internal trends or themes that will be discussed in more detail shortly. However, overarching all of these, every segment emphasized the crucial need for space and for improved funding (from both state and local sources) for Mission College. Additional facilities and resources will ensure the maintenance of the college's quality programs, expand the accessibility of services, increase the outreach to its community, and preserve the open-door philosophy that represents the very core of Mission's values.

The following pages summarize the information contained in the individual Concept Papers submitted by the areas/units throughout the college. The trends and recommendations outlined after the summary papers should be viewed as delineating important steps in an ongoing and significant venture that will proceed over the next fifteen years.

Cluster Directory

Cluster 1: Anthropology/ Sociology, Economics, History/ Geography, Philosophy, Political Science, and Psychology

Cluster 2: Accounting, Business, Management/ Supervision, Marketing and Real Estate

Cluster 3: Fire Protection Technology, Health Occupations, Physical Education/ Athletics

Cluster 4: Community Education, Contract Education, and Work Experience

Cluster 5: Biological Sciences, Chemistry, Engineering, Physics, Mathematics, Nutritional Sciences

Cluster 6: Manufacturing Technology, Computer Electronics Technology, Computer Networking Technology, Computer Information Systems, Computer Applications, Design Drafting, Computer Information Technology

Cluster 7: Communication Studies, English, Reading, English as a Second Language

Cluster 8: Foreign Language, Humanities, Art, Graphics and Multimedia Design, Graphic Arts

Cluster 9: Hospitality Management, Retail Floristry, Child Development, Global Studies, and Library Instructional Services

Cluster 10: Admissions, Cashiers, Records, Financial Aid, Veteran Services, Career Placement Center

Cluster 11: Matriculation/Assessment Services, Counseling Department, Transfer Center, Articulation Office, Institute for International Students

Cluster 12: Student Health Center, Library Services, Television and Audio-Visual Services, Distance Learning, Global Education

Cluster 13: Learning Assistance and Tutorial Center (LATC) and Disability Instructional Support Center (DISC), ACCESS, Pass the Torch, Extended Opportunities Program and Services (EOP&S)

Cluster 14: Academic Senate, Classified Senate, Student Government, Staff Development

Cluster 15: President's Office, Office of Instruction, Student Services Office, Administrative Services Office, Marketing/Communications and Graphics Design Office, Workforce and Economic Development Office, Instructional Technology Office, Institutional Research Office, and Library Administration Office

Cluster 1: Anthropology/Sociology, Economics, History/ Geography, Philosophy, Political Science, and Psychology

Statement of Purpose

These departments provide the foundation for understanding many aspects of the social sciences and assist students in comprehending other behavioral sciences. Courses in these areas contribute to cultural literacy and critical thinking as part of acquiring a broad liberal education. Studies examine human behavior as applicable to individuals, groups, cultures, and political systems. The programs are designed to further students' learning experiences to meet their lifelong educational needs and enhance their abilities to live and work in a diverse society.

Educational Goals

Anthropology/Sociology

- To enable students to gain insight into the behavior of people functioning in social groups.
- To understand social customs and interactions within specific groups.
- To understand the interaction of cultures and acquire a global perspective of ways in which people use resources and develop their beliefs, values and customs.

Economics

- To study how people and societies produce various commodities and distribute them for consumption now and in the future.
- To develop the ability to exercise sound judgment in evaluating public policy issues.

History/Geography

- To provide tools for dealing with current institutions and their problems by studying and thinking critically about different races, ethnic groups, political structures, sexual politics, religions, cultural assumptions, and experiences of the past which impact the world students live in today.

Philosophy

- To assist students in investigating the nature of reality and human knowledge, the nature of the mind, morality, and the "good life."
- To study philosophy using a variety of logical and conceptual methods as well as historical insights.

Political Science

- To provide students with an understanding of American national and state governments and the democratic skills.

to navigate and actively participate in those systems and their decision-making processes.

Psychology

- To enable students to gain exposure to the processes by which individuals develop and study the effects of cultural, social, and environmental factors on behavior.
- To enhance students' personal and interpersonal awareness and growth and hone their spoken and written communication skills.

Currently Offered Programs and Services

Until the spring of 2001, none of the social science departments offered certificate or degree programs. They concentrated instead on assisting students wishing to transfer, pursue general education, or complete career goals in vocational areas. In late spring 2001 Sociology was approved by the Curriculum Review Committee to offer both a degree and certificate program.

Anthropology/Sociology offers a variety of traditional courses in each discipline that are usually offered as basic lower division courses. Ten courses in Sociology include Introduction to Sociology, Social Problems, and Sociology of Minorities in the U.S., Marriage and Family, and Sociology of Human Sexuality. Anthropology courses include Physical Anthropology, Introduction to Cultural Anthropology, Native Peoples of North America, Magic, Witchcraft and Religion, and Introduction to Archaeology.

Economics offers two courses, the Principles of Macroeconomics and the Principles of Microeconomics. Both courses are part of the general education requirements for Mission College and are transferable to four-year colleges and universities.

History/Geography provides academic instruction in the discipline for students planning to transfer to four-year colleges and universities and for fulfilling the general education requirements and understanding of American institutions necessary for an associate degree.

History offers a variety of courses on the historical past of Western civilization and cultures of the Middle East, Southeast Asia, and Latin America (i.e., History of Western Civilization, An Introduction to the Asian American Experience: The Chinese, the Middle East, U.S. History, History and Geography of California, and Women's Issues Past and Present).

Geography offers two courses: Introduction to Physical Geography and Introduction to Cultural Geography.

Philosophy maintains ten courses; some meet the critical thinking requirement under Area 1, English Communications, while others meet the oral and written communication or humanities requirements for transfer to the California State University. Courses include Introduction to Problems in Ethics, Logic and Critical Thinking, Introduction to Logic, Introduction to Philosophy, Introduction to Symbolic Logic, and Introduction to the Philosophy of Art.

Political Science presently offers a variety of courses that meet general education and transfer requirements. In addition, opportunities exist for students to participate in political internships. Courses include American Government; Comparative Government; International Relations; Politics of Race, Class and Gender; Film and the International Community; and Introduction to Law and the Legal System.

Psychology offers courses that enable students to gain breadth of knowledge in psychology with exposure to the various fields of psychology, including the research methods used to study them (i.e., General Psychology, Human Growth and Development, Introduction to Abnormal Psychology, Psychology of Addiction and Substance Abuse, and The Psychology of Personal Growth). In response to needs expressed by the business community, the department has worked through Contract Education at the college to offer General Psychology at an off-campus corporate site to enable full-time employees the opportunity to achieve their higher education goals.

Life Span of Identified Programs and Services

Anthropology/Sociology

Anthropology and Sociology have both been increasing in enrollments for the past three years and plan to divide into two separate departments in the next five years. New traditional courses as well as distance learning courses have been added to the curriculum of both disciplines. Each area is planning to continue to add courses until the mix of courses will enable students to transfer with a background for a major in Anthropology or Sociology. Anthropology is in the process of gaining curricular approval to add an occupational certificate in Archaeological Technology, further expanding the variety of learning opportunities for students.

Economics

Due to the varied backgrounds of students who enroll in economics courses, this department plans to revisit the curricular needs of students for additional courses. Although the available courses meet current transfer needs, not all enrolled students are traditional students seeking transfer to a four-year institution. Growing numbers of enrollees already have degrees and are taking the classes either as a refresher or are using economics as a foundation to change fields.

Recently, increased demands for computer-aided instruction and distance learning methodologies have been identified and the department is investigating a variety of options to teach economics using different formats.

History

Given the increasing Hispanic population in the community and at the college (see demographic data presented previously in this document), the History department recently added an Introduction to Latin American History. The department also plans to expand its curriculum to include courses in Far Eastern History (2 years), African History (5 years), and at least one more course in Modern China (3-5 years).

Geography

Geography has only expanded its course base by one course since the department was formed in 1990. The increased use of technology throughout the college as well as the need expressed by students for "on-demand" courses is leading the discipline to examine the feasibility of offering Cultural Geography via a distance learning format. Both of these disciplines envision an increased need to utilize distance learning and web-based methodologies to meet the increased student demand for courses to be available at their convenience.

Philosophy

Philosophy offers courses in a variety of instructional modes and has responded to changing student needs repeatedly over the years. Due to the nature of this discipline, face-to-face dialogue, reflection, and reasoned responses are an integral part of instruction in this area and although those do not easily fit into the use of distance learning techniques the department has used some of those techniques in the past. Current student requests for distance education have resulted in the department once again reexamining its possible use and plans to develop an on-line version of the Introduction to Logic course within the next two years.

Political Science

The Political Science department plans to continue to review and modify the types of courses and number of sections offered weekdays/weeknights and weekends. Presently, "second level courses" are not offered consistently. A number of curricular modifications and additions are planned for the next three to five years. A new course on the Politics of the Pacific Rim will be developed as the importance of that area of the world grows in terms of its political and economic relationships to California and the United States. Expansion of computer-assisted learning and Internet use will also drive development of courses using this methodology. The department recently gained approval to offer Political Science 001, Introduction to American Government via distance learning in the spring of 2002, a year ahead of initial plans.

Psychology

The Psychology department plans to continue offering a broad spectrum of courses to meet transfer, personal enrichment, and community needs. The department anticipates that in the future, once a transfer population is built up, they will need to add two important courses, Experimental Psychophysiology/Research Methods and Physiological Psychology. Both these courses will be required to ensure that students planning to transfer to four-year institutions will be able to meet core course requirements for a psychology major. Surveys will need to be conducted in the future to ensure that additional new curriculum is developed in response to trends such as problems of the aged.

Current and Projected Enrollment, Faculty and Staff by Program Discipline/Department or Service Area

Anthropology/Sociology

Anthropology is an emerging instructional area that the college anticipates will eventually develop into a separate department. Its enrollment over the past five semesters averaged 179 WSCH. Enrollment is projected to be 255 WSCH by fall 2005, an increase of five percent over its fall 2000 enrollment of 242, and an increase of forty-three percent over the five-semester average. Currently, the full-time instructor in Sociology teaches several courses in Anthropology. Associate faculty teach other sections in this discipline. As future curricula is approved and enrollments increase Anthropology anticipates that within the next five years demand will necessitate creating a department separate from Sociology. At that time the college will need to hire a full-time Anthropology instructor. In the interim, there is sufficient demand to hire a combined Anthropology/Sociology full-time faculty member that could carry a split load between the two disciplines until they separate organizationally.

Sociology is a well-established discipline at Mission College whose enrollments over the past five semesters have averaged 1,276 WSCH. Enrollment is projected to be 1,585 WSCH by fall 2005, an increase of eleven percent over the fall 2000 enrollment of 1,430 WSCH, and an increase of twenty-four percent over the five-semester average.

Currently, 5.6 FTEF is available for both Anthropology and Sociology. The combined disciplines have one full-time faculty member and five associate faculty. In addition to the previously mentioned future need for an Anthropology instructor, if growth continues to occur as indicated, it will be necessary to hire a second full-time Sociology instructor in five to seven years. At the present time, the Sociology discipline needs to hire at least a fifty-percent faculty member to share the load between the two areas. The request to hire a shared Anthropology/Sociology instructor for fall 2001 was approved. A lab aide will also need to be hired to handle archival materials when the college is able to provide adequate space for creation of the desired museum.

Economics

Enrollment in Economics courses over the past five semesters averaged 854 WSCH. Growth in this area is anticipated by the department to parallel the physical changes in the campus so that as the college completes the campus and attracts larger numbers of daytime students who are traditionally more transfer oriented, enrollments in Economics will also increase. However, at the present time, enrollment is projected to be 685 WSCH by fall 2005, a decrease of fourteen percent over the fall 2000 figure of 795 WSCH, and a twenty percent decrease over the five-semester average.

The department presently has one full-time faculty and associate faculty members are used to teach sections to utilize the FTEF of 2.80 per year that the department is allocated. At the present time, the number of staff is adequate to meet department needs and no additional faculty is being requested at this time. This will obviously need to be re-examined in five to ten years if not sooner if enrollments shift significantly.

History/Geography

History has had relatively stable enrollments over the past five semesters, averaging 1,351 WSCH. However, as Mission College continues to expand its base of high school students, it is anticipated that there will be increased demands for transfer/general education courses to fulfill requirements that will impact enrollments in both history and geography. Enrollment is projected to be 1,431 in fall of 2005, a decrease of one percent from the fall 2000 figure of 1,443, but an increase of six percent over the five-semester average.

Geography is a small department and shares its department chair with the History department. Consequently, geography courses are not offered every semester so the enrollment data is sporadic. Over the previous four semesters, enrollments have been similar for two semesters; there were no enrollments in one semester, and the following semester enrollments were significantly higher. The three-semester period averaged 89 WSCH. Extrapolated out over the next few years, enrollment is projected to be 95 by fall 2005, an increase of thirty-two percent over the fall 2000 figure of 72 WSCH, and an increase of six percent over the five-semester average. With such small numbers, the data should be viewed as quite tentative. The department needs to reexamine enrollment parameters over the next few years to better ascertain future growth.

History/Geography presently has two full-time instructors and several associate faculty totaling 5.6 FTEF per year. In the future, as enrollment and curriculum increase, there will be a need to hire a full-time geography instructor.

Philosophy

Philosophy is a relatively small department and enrollment over the past five semesters has been declining, averaging 334 WSCH. With only 2.050 FTEF per year, the projected enrollment for fall 2005 is 269 WSCH, an increase of twelve percent over the fall 2000 figure of 240 WSCH, but a nineteen percent decrease from the five-semester average. Should the high school proportion of students increase as expected, the demand for philosophy courses will increase with more students desiring to transfer to four-year institutions. The department will need to reevaluate its need for faculty in the future.

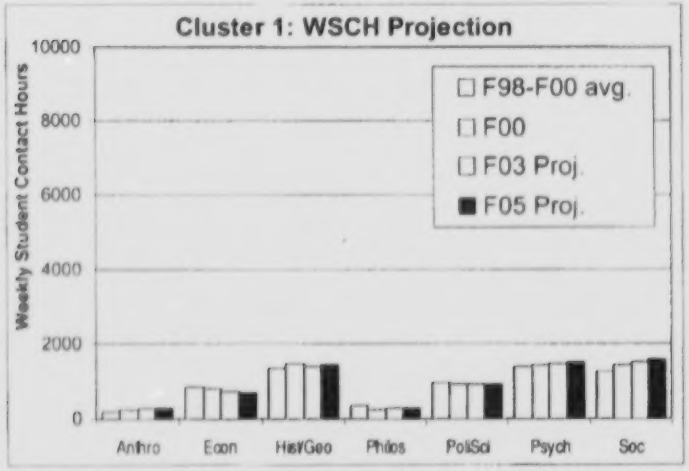
Political Science

Enrollment in Political Science courses over the past five semesters averaged 971 WSCH. Enrollment is projected to remain fairly stable and enrollment for fall 2005 is extrapolated to be 928 WSCH, an increase of two percent over the fall 2000 figure of 906 WSCH, but a decrease of four percent from the five-semester average. Currently the department is allotted 3.008 FTEF and has one full-time instructor and several associate faculty. Within the next three to five years, if enrollment dictates, the department anticipates that a second full-time instructor will be required with expertise in the areas of Comparative Politics and International Politics.

Psychology

Enrollment over the past five semesters has been fairly even, averaging 1,367 WSCH. Enrollment is projected be 1,482 WSCH by fall 2005, an increase of four percent over the fall 2000 figure of 1,425 WSCH, and an increase of eight percent over the five-semester average.

Presently, the department has 5.6 FTEF that is sufficient to meet current course offerings through the use of associate faculty. There is one full-time faculty in the department and six associate faculty. There is adequate faculty load to enable the department to hire a second full-time faculty and the department is evaluating the rationale for requesting one in the next one to three years.



Learning Environment Needed to Meet the Indicated Goals

The learning and working environment is crucial for a college and impacts the ability of faculty to effectively teach and staff to provide outstanding services to students. The majority of the courses offered by the programs in this cluster are taught in lecture/small group discussion format. Technology is being increasingly incorporated into this traditional methodology through tools such as PowerPoint and Internet research. In addition, each of these disciplines either currently offers, or is planning to develop and offer, on-line courses or to utilize other distance learning methods of instruction.

Existing classrooms are barely adequate to meet present needs and expansion of curriculum in the near future will necessitate increased numbers of lecture rooms or, in some cases, labs. The majority of lecture classes for these disciplines are scheduled in the modular (temporary, portable) buildings located on the West Side of the main building. These prefabricated structures need to be replaced with permanent buildings to create an improved learning environment for students. The HVAC system is unreliable making classrooms uncomfortable; the rooms are "box-like" and house the bare minimum in terms of audio-visual equipment. To save space, table-arm chairs must be used for seating and they are not well suited for the college's adult population. Presently, the classrooms identified and used for lecture in the main building have been carved out of remodeled areas that were originally designed for very different purposes. As a result, the classrooms have inadequate sound insulation and poor heating and air conditioning. The college long ago outgrew the main building and is in critical need of lecture classrooms for the programs in this as well as other clusters.

Facilities or Spaces Required to Provide the Necessary Environment

There are presently no dedicated facilities or spaces for any of these programs. Increased demands are evident from all these disciplines for classrooms (seating at least 45 students) and labs (with spaces for 30-35 students) that have computers wired to provide Internet access for students, faculty and staff. In addition, greater numbers of multimedia classrooms are identified as necessary to meet future department needs. Many of the courses in these disciplines would benefit from access to large lecture halls equipped with technology for PowerPoint presentations.

Coordination with other disciplines on campus must be continued and multi-discipline training of students should be encouraged. Keeping that in mind, future classrooms designed and built for these departments should be near each other since they utilize similar resources. The clustering of classrooms to enable students and faculty in these and other disciplines using lecture facilities to interact and coordinate offerings is desirable. Synergy and efficiencies of closeness of space would encourage coordination of offerings so students could readily meet their transfer/general education goals.

Specific Needs Identified by Individual Departments in This Cluster

Anthropology/Sociology

Cooperatively these two areas plan to collect artifacts from Native American and early European-American inhabitation of the Silicon Valley and establish a college museum depicting the historical, military, and technological heritage of this region of California. A laboratory classroom dedicated to anthropological studies should be considered in future planning processes when enrollments dictate.

Economics

This department would like to offer additional sections of courses at optimal times for students (after 6:00 p.m.). Unfortunately, all lecture classrooms are completely utilized in the evenings including the one large, tiered lecture hall that exists on campus (in the main building). Consequently, expansion of this department may be problematic until additional classrooms are built. The department is evaluating the use of distance learning to assist in meeting identified demands for more sections or new courses until future facilities become available.

History/Geography

No additional facilities were requested by these disciplines although they did point out the need for an improved learning environment as discussed previously in this section.

Philosophy

No additional facilities were requested by this discipline. The department did emphasize though its urgent need for classroom space that is soundproof and free from visual distractions.

Political Science

This department requested no additional facilities; however, they did emphasize the need for improved facilities that are more conducive to teaching and learning.

Psychology

In the event that the department develops and offers courses that require a lab, faculty would need a dedicated classroom equipped with a Cognitive Neuroscience and Behavior (CNB) lab. Such a lab would require networked computers, appropriate software, and a variety of equipment to track psychophysiological recordings.

Support Services Required by These Spaces

As new facilities are developed/created there will be increased demands for more custodial and groundskeeping personnel to maintain facilities and surrounding areas. New labs will require hiring additional lab aides (probably one per lab initially with more added as dictated by student use) to control inventory and assist faculty in providing relevant learning experiences for students. Technical support personnel to support and maintain computers and high-tech computer labs has historically been the most difficult to hire and retain given the economy of the Silicon Valley. In addition, the computers and computer labs used by each of these disciplines are being used more frequently requiring the labs to stay open longer hours that also necessitates hiring more support staff.

Every service presently offered to students will need to be expanded as enrollments increase (i.e., counseling, tutoring, library, student support services, etc.). Please see the discussions of those individual areas for specifics related to future needs.

Technology and Equipment Required for These Programs and Services

Assuming that enrollment growth follows anticipated levels and that computers and similar technology continues to be utilized in the classroom, the need for faster, state-of-the-art computers and software will be evident. Given the rapidly changing nature of the technology industry, none of the disciplines in this cluster were able to identify specific future equipment needs. But all recognized the continued need for their areas and the college to furnish up-to-date equipment in order to provide students with the necessary educational and training opportunities for which Mission College is known.

Some of the disciplines in this cluster noted the need to replace maps and audio-visual equipment used by faculty in the classrooms. Obviously, until new, permanent structures can be constructed, the college must continue to prioritize replacement of such equipment during the annual budget process.

A new dedicated laboratory for the Psychology department would, as indicated, require specialized equipment, the cost/benefits of which the Curriculum Review Committee and the GAP Council will need to consider.

Cluster 2: Accounting, Business, Management and Supervision, Marketing, and Real Estate

Statement of Purpose

These departments provide fundamental courses and skill development for students desiring to enter or presently working in the multitude of small and large businesses served by the college. The programs offer students important paths to immediate career opportunities and provide them with options for transfer and future educational training.

Educational Goals

Accounting

- To provide entry-level employment and career advancement in the corporate environment and also to prepare students for self-employment as a provider of computer-based record keeping or tax services.

General Business

- To prepare students for initial entry into business careers or for career advancement in various areas of business.
- To prepare students for transfer to four-year colleges and universities in a variety of majors.

Management and Supervision

- To provide the aspiring or seasoned manager with sufficient leadership skills to function as a contributing member of a management team, develop problem solving and decision-making skills and effectively handle the challenges of organizational life.

Marketing

- To enable students to analyze marketing strategies and evaluate marketing systems preparing them for entry-level employment and career advancement in the marketing and sales industries (electronics, manufacturing, retail, and service industries).

Real Estate

- To provide students with the knowledge and skills in real estate so they can buy and sell their own real estate and/or become licensed real estate salespersons, brokers, appraisers, loan officers, escrow officers, real estate investors, property managers, and real estate developers.

Currently Offered Programs and/or Services

Accounting offers a full curriculum of traditional accounting courses (Principles, Intermediate, Cost, Payroll, and Tax), as well as computerized accounting classes and financial analysis courses using currently available computer software packages. A newly developed series of courses in personal financial planning covering insurance, investment, tax, retirement and estate planning was recently developed and offered. Both certificate and associate of science degree programs are offered.

General Business offers a wide variety of general business, finance and computing courses (i.e., Introduction to American Business, Business Mathematics Using Calculators, Introduction to Business Computing, Internet for Business Users, and Business and Society). Students are provided opportunities for hands-on experience in the use of computers for business purposes. Work experience opportunities in local business and industry are also available, as is training for small business management entrepreneurship. Certificate, associate of science, and associate of arts transfer degree programs are offered.

Management and Supervision offers two certificate programs. The first is for completion of courses involving broad skills necessary in supervisory situations (Interpersonal Effectiveness, Leadership, and Functions of Management). The second includes courses related to specific management skills and provides a more advanced management course. An associate of science degree is offered that utilizes accounting, business and marketing courses in addition to a variety of management and supervision courses.

Marketing maintains twenty-two course offerings dealing with new product and service development, marketing promotion and graphic design, sales and service, distribution logistics, marketing research and marketing information systems. A certificate and associate of science degree in Marketing are offered. In addition, a certificate and associate of science degree in Global Marketing, Management and Business are also available.

Real Estate offers courses meeting the State of California Broker's requirements and the Real Estate Sales License. Courses in real estate appraisal, finance, investment, and property management are also available. Both certificate and associate of science degree programs are offered.

Life Span of Identified Programs and Services

Accounting

The department foresees a moderate expansion of its curriculum and the need to continually reassess the distribution of day, evening and weekend sections. Due to the increased use of computers throughout the curricula, a real need is evident to have a hands-on computer lab that would be readily available or dedicated to this department. Presently, Mission College is the only community college in the South Bay that does not provide its Principles of Accounting students with the integration of computerized learning and applications. The department plans to develop on-line courses in accounting; however, they would probably be appropriate for only the most disciplined accounting students.

General Business

The department anticipates continued program growth as it works to align its curricula with changing requirements in institutions that accept Mission College students for transfer. In the past few years, the faculty has developed courses to meet the increased demands for computer-aided instruction. In addition, several courses have been developed and offered using distance learning techniques. Future courses that are in the planning stages also will address student and business interest in the Internet and include such courses as e-Commerce and e-Business.

Management and Supervision

The Supervision and Management department has experienced a fluctuating enrollment pattern for many years. Recently, the increased use of multimedia classrooms and web-based instruction has engaged students and meets their needs for management training. Thus, for the foreseeable future, the program seems fairly stable. Faculty in the department has made a number of curricular changes to meet shifting student needs. Presently, a variety of both short (0.5 to 1.0 units each) and full-semester (2 to 3 units each) courses are being or have been developed that address topics such as employee rights and managing others in the workplace. Given the recent changes in the local economy, the department anticipates that increased numbers of students will be returning to the classroom for retraining which will positively impact this discipline.

Marketing

This department provides courses for both vocational and transfer students. As such, the faculty sees the need to continually investigate ways to create new instructional and training opportunities for students. A growing area for curricular expansion is especially evident in the international business community (e.g., the Center for International Trade and Development) and in on-line, web-based instruction (e-commerce and e-marketing courses). Curriculum addressing these topics has been developed. The department expects to continue to collaborate with a variety of small businesses in its efforts to meet these needs.

Real Estate

The faculty in the department recognizes the demand for real estate courses that reflect the current status of real estate sales in California. Presently, the real estate market is up and likewise the demand for such courses is expanding. Since real estate has historically been considered an excellent long-term investment, it is likely that even during times of reduced demand, the program will continue to attract a fairly consistent population base. Unless the industry standards or licensing requirements change, the department does not anticipate making any major curricular modifications in the near future. However, the faculty is planning to develop a mortgage-lending course and second level courses in investment and real estate financing.

Current and Projected Enrollment, Faculty and Staff by Program Discipline/Department or Service Area

Accounting

Accounting is a large department at Mission College. Calculated over the past five semesters, the average enrollment in the department is 2,445 WSCH. Extrapolation of the fall 1998 through fall 2000 WSCH values projects an enrollment of 2,612 WSCH by fall 2005, a fourteen percent increase over fall 2000 and a seven percent increase over the five-semester average.

Currently, the department has three full-time faculty and eight associate faculty for a total FTEF of 9.797 per year. Although the department indicated it has difficulty hiring and retaining associate faculty, it did not request another full-time faculty at this time.

General Business

From the mid-to-late 1990s, enrollments increased markedly in this area and the number of degrees granted expanded by seventy-one percent. Since then, enrollments in General Business courses have been consistent over the past five semesters averaging 3,296 WSCH. Extrapolation of the fall 1998 through fall 2000 WSCH values projects an enrollment of 3,182 WSCH by fall 2005. This figure represents a three percent increase over fall 2000 figures, but a decrease of three percent from the five-semester average.

Currently, the department has a total FTEF of 9.698 per year and has three full-time faculty (one of the faculty members carries two-thirds of his load in Business and the remainder in a related department). Several associate faculty teach in the department every semester. It is anticipated that one or two of the full-time faculty will be retiring in the next three years and will need to be replaced. In addition, if the e-commerce and e-business classes are successful, there may be a need for one to two more faculty in three to five years.

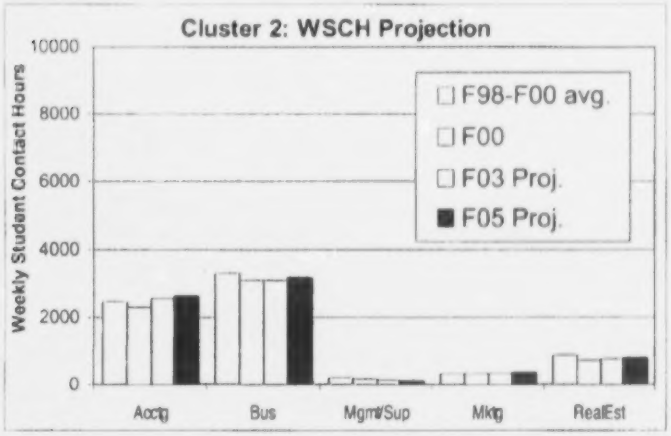
Management and Supervision

This department appears to have regained much of its student base since experiencing low enrollment during a two-year period (1997 and 1998). Calculated over the past five semesters, the average enrollment in the department is 220 WSCH. However, enrollment dipped in fall 1998 and fall 2000 enrollment, so extrapolation of the fall 1998 through fall 2000 WSCH values projects an enrollment of 132 WSCH by fall 2005. While this figure represents a fourteen-percent decrease over fall 2000 figures, it is a decrease of forty percent from the five-semester average.

As a result of the reduced enrollments in the late nineties, the department agreed to reduce and reallocate 0.2 of its FTEF to another discipline, enabling the full-time faculty member to teach in two disciplines. The total FTEF available to the department is currently 1.728. It continues to have one full-time and several associate faculty members. The department does not see any immediate need for additional faculty.

Marketing

The average enrollment in the department over the past five years is 339 WSCH. Extrapolation of the fall 1998 through fall 2000 WSCH values projects an enrollment of 362 WSCH by fall 2005. While this figure represents an eleven percent increase over fall 2000 figures, it is only an increase of seven percent -semester average.



The Marketing department has one full-time faculty and three associate faculty utilizing a total FTEF of 1.732 per semester. No specific requests are being made at this time for additional full-time faculty although the department will need to address this issue again in five to seven years (if not before).

Real Estate

Since the mid-1990s, the department's enrollment has almost doubled and over the past five semesters has averaged 883 WSCH. Extrapolation of the fall 1998 through fall 2000 data projects that enrollment will increase to 821 WSCH by fall 2005, an increase of fourteen percent over fall 2000 but a seven-percent decrease from the five-semester average.

The total FTEF available to the department is currently 2.4 per year. Due to the broad and legal nature of the content presented in the courses of this discipline, there is a need for instructors who have a variety of expertise and experience in the field. The one full-time faculty presently in the department will probably retire in three to five years and will need to be replaced. No new additional full-time faculty is being requested at this time.

Learning Environment Needed to Meet the Indicated Goals

To provide a learning environment that will enable the faculty in these departments to effectively teach and its staff to provide outstanding services for students, these disciplines require lecture and laboratory classrooms that will accommodate adult learners and enable the faculty to utilize a variety of teaching and learning methodologies. The main emphasis for this cluster of business-related programs is to provide computer training and other fundamental business courses in environments that can also be used for providing specialized business seminars and continuing education for regional business needs.

Technology is used by all of these disciplines and their students are required to regularly utilize computer labs or the High-Tech Center. Many of the courses offered by these departments are offered in a distance learning format. As a result, they frequently schedule courses into the college's multimedia classrooms and

are often affected by the limited availability of such instructional rooms.

Existing classrooms used for lectures have problems with soundproofing, temperature control, and types of seating available. Many classrooms are not well suited for adults. They do not have tables in rooms so students can easily examine large spreadsheets nor do they contain multimedia equipment to facilitate instruction.

These disciplines could more effectively link with the college's industry neighbors, invite speakers, provide for on-campus user groups, and collaborate more easily with other colleges and high schools, if Mission College had comfortable large spaces appropriate for conferences.

Facilities or Spaces Required to Provide the Necessary Environment

There are presently no dedicated facilities or spaces for any of these programs. They are impacted by three space/facility issues: (1) the lack of adequate lecture classrooms, (2) the low number of multimedia classrooms in relation to the number of programs wanting to schedule them, and (3) the lack of large (45-60 seats) computer labs that could be scheduled for full-length classes. An additional building at Mission College that provides increased space for such hands-on computer labs as well as web-based and distance learning opportunities has been emphasized by each of the five departments within this cluster.

Each program requested larger lecture spaces (holding 75 to 200 students). These larger classrooms should provide tiered seating and be fully equipped for multimedia presentations.

Additional multimedia classrooms that accommodate increased numbers of students per class (50-75) are needed as well as several standard computer labs (for an average of 30 students each). Since the business community is largely PC (IBM) rather than MacIntosh compatible, at least half of any new computer labs must be PC equipped. Access to ten to twenty computers within a separate instructional and tutorial space would be desirable for more one on one or small group assistance.

At least two large, multi-use computer labs that have both PC and MAC computers need to be built to provide scheduled hands-on computer labs that primarily would be available to these programs.

Classrooms for these departments should be adjacent to each other as many programs overlap. In addition, other disciplines that heavily utilize computers as part of their instructional programs (i.e., CIS, CIT, and CET) should be combined in such a facility along with those in the business cluster so that faculty and staff spaces can be adjacent to open labs to provide adequate support. Synergy and efficiencies of closeness of space would be resourceful and encourage coordination of offerings.

As state/local funds become available in the future and as community interest in regional collaboration develops, a larger meeting space with public support spaces should be developed (such a space should hold between 300-400 people and have a serving kitchen available).

Specific Needs Identified by Individual Departments in This Cluster

Accounting

This department needs reliable access to at least one dedicated computer lab as well as to multimedia classrooms that have Internet access. Large tables in lecture classrooms as well as sound proofed rooms are necessary to create a positive learning environment for students.

General Business

The discipline would benefit from the addition of more high tech (multimedia) rooms so that concurrent classes could be scheduled. A centralized, large computer and networking center for individual class use (rather than sending students to the open lab in Mission's Campus Center) would greatly improve the instructional milieu. Rooms that support large lectures (75-200 people) would aid the department in being able to offer credit and non-credit courses not presently available. Additional standard classrooms will also be needed. Since members of this department frequently interact with the business community, access to nearby conference facilities would be desirable.

Management and Supervision, Marketing, and Real Estate

Each of these three departments expressed needs for more multimedia rooms and general use facilities that provide increased flexibility for educational delivery systems that allow students choices in what and how they will study and learn.

Support Services Required by These Spaces

As new facilities are developed/created there will be increased demands for more custodial and groundskeeping personnel to maintain facilities and surrounding areas. Technical support personnel to support and maintain computers and high-tech computer labs has historically been the most difficult to hire and retain given the economy of the Silicon Valley. In addition, the computers and computer labs used by each of these disciplines are being used more frequently requiring the labs to stay open longer hours that also necessitates hiring more support staff.

Although all student support services will need to be augmented as enrollments increase throughout the college and in each of these disciplines, the need for increased tutoring support was identified as being most necessary. If/when dedicated labs can be constructed in the future, a lab aide will need to be hired to oversee the lab and assist the faculty in providing instruction for students.

Technology and Equipment Required for these Programs and Services

All classrooms used by these five disciplines should ideally have a computer overhead projection system with Internet access. Computers in labs as well as the desktop computers assigned to faculty in these departments should be up-to-date and have the necessary software packages installed so that students can be

aided both inside and outside the scheduled classroom times. Tables and chairs rather than tablet-arm chairs should be the standard seating format available in classrooms.

Cluster 3: Fire Protection Technology Health Occupations, and Physical Education/Athletics

Statement of Purpose

These departments provide students with updated skills and knowledge necessary to complete and successfully apply for a variety of careers. The programs offer students important paths to immediate career opportunities as well as provide them options for continued educational training.

Educational Goals

Fire Protection Technology

- To provide an in-service program as well as a pre-employment program for students seeking employment (or advancement) for one of the most dynamic fields in the country - urban fire fighting and fire suppression.

Health Occupations

- To prepare students for initial entry into careers or for career advancement in a variety of occupations in the health care field, including vocational nursing, psychiatric technician, community health worker, and other aide or nursing assistant professions.

Physical Education/Athletics

- To provide basic health, fitness, and physical education for students.
- To offer community/corporate physical education opportunities for the public.
- To increase awareness and support for the college's athletes and athletic teams.
- To provide students with increasing opportunities to participate in a variety of competitive intercollegiate sports.

Currently Offered Programs and Services

Fire Protection Technology houses two distinct programs and offers both certificate and associate of science degree programs in each. The Fire Protection Technology program provides opportunities for students to meet certification requirements for Firefighter I and Emergency Medical Technician I.

The Environmental Technology Program is a five-year old program that was created as part of the fire technology program. Students may train to work at a technician level or continue studies to obtain an Environmental Technology degree and transfer to a four-year institution. The department also participates in the South Bay Regional Public Safety Training Consortium that provides courses for in-service training and/or certification through the Office of the State Fire Marshall.

Health Occupations consists of four programs: Community Health Worker, Allied Health, Psychiatric Technician, and Vocational Nurse organized into a single unit. Over the past year, the department has begun the process of developing a career ladder for health care workers. Students build upon the basic foundation of the nursing assistant level and transition into an acute care nursing assistant, community health worker, psychiatric technician, or vocational nurse. Certificates are available in all areas and associate of science degrees are offered in the Community Health Worker, Psychiatric Technician and Vocational Nursing programs.

Physical Education /Athletics offers a variety of physical education programs including: fitness (aerobics, yoga, fitness for the competitive athlete, stretch and flex), dance (ballet, jazz, country western line, tap, modern, social, and hip hop), individual sports (karate, T'Ai Chi, bowling, golf, racquetball, and tennis), team sports (baseball, soccer, softball, volleyball, basketball, and badminton), intercollegiate athletics (men: baseball, soccer, and tennis; women: softball, tennis basketball, soccer, and badminton), and physical education theory classes. In addition, courses in adaptive physical education are also available. Certificates are offered for Fitness Specialist (Aerobic Emphasis as well as Personal Trainer Emphasis).

One of the areas that has grown significantly is the corporate fitness program. Created to primarily meet the needs of the business community that surrounds Mission College, students are provided the opportunity to attend portions of a variety of physical education courses and credit is granted in relation to total hours invested. Not only does this enable students to sample a number of activity courses, thus assisting them in determining areas to study more in depth in the future, it also reduces the need for businesses to develop on-site fitness centers, and provides networking opportunities for all students enrolled.

The department's goals to gain increased support for Mission's athletes and to enhance the opportunities for students to participate in a wider variety of competitive sports is gradually becoming a reality. Recently, the appointment of a new Athletic Director, the hiring of a half-time Athletic Trainer, and the expansion of the college's athletic programs to include three men's and five women's sports have all contributed to increased student interest in athletics and, hence, improved transfer and graduation rates among athletes.

Life Span of Identified Programs and Services

Fire Protection Technology

The department anticipates continued collaboration with and support of local fire chiefs. For the past two years, the department has been working with local agencies and fire chiefs through a regional consortium to develop and build a regional training facility that would be managed by Mission College. With college access to additional facilities, the college could apply for and receive certification as a regional fire academy and dramatically increase its student population. Plans for the facility have been completed and land agreements are nearing conclusion (at Moffett Field). Funding (state, local, and private) is now being sought by all participants to construct and maintain the facility. At Mission College, the Land Corporation (that has already contributed some fiscal support for the planning stages of this proposal) will probably receive requests in the next year to assist in funding the completion of this project.

The Environment Technology program is being revised to include a health and safety component. It is planned that increased enrollments in this program over the next two years will necessitate changing its scheduling of classes from offering classes only during the evening hours to having sections available to students during both day and evening hours.

Health Occupations

According to the U.S. Bureau of Labor Statistics, significant growth in the need for nurses by 2006 will result in nursing shortages by 2010. In addition, following the wave of hospital mergers in the 1990s, many Bay Area hospitals found that they reduced their nursing workforce too severely and have only recently realized all of the difficulties they face in replacing them. As the American population ages over the next decade, the gap between available jobs and qualified applicants in the nursing work force will become even wider than it is today. The revision of curricula to make the department's career ladder plans a reality will facilitate the movement of graduates into a variety of positions making them even more responsive to marketplace demands.

To prepare health care workers for the future, the department is anxious to develop strong articulation agreements with local high schools and to incorporate more technology into its courses, enabling students to work and take classes. The department plans to offer several classes on-line and to use virtual reality technology to provide simulations for instruction and evaluation of student outcomes.

To better meet the community needs in the local health care arena, the department believes that within the next four years a bridge program should be developed at the college to link the vocational nursing curriculum with an Associate Degree Registered Nurse program and other career options. Until the department is able to gain college and professional approval of such programmatic changes it will continue to encourage the development of courses in nursing specialty areas (i.e., critical care, home nursing, geriatric care, and mental health care) to prepare students for the ever-changing health care field.

Physical Education/Athletics

The basic courses to meet general education and personal needs will continue to grow as the community's and Mission College's needs change with time. Other offerings will be introduced, as facilities become available. Fitness, step-aerobics, and dance will be the most economical to initiate. Completion of additional space to the relatively new gymnasium (Phase II), construction of an outdoor soccer field and track, renovation of the baseball and softball areas, will expand both the college and community use of facilities as well.

The department recognizes a number of possibilities for future directions in both physical education and athletics. Several courses and the Fitness Specialist Certificate program will be reviewed by the department to determine feasibility of offering them in a distance learning format. The eventual completion of the physical education complex will include an exercise physiology lab that will enable the area to develop a fitness/wellness center with fitness testing, health screening, and wellness/lifestyle assessment and modification.

Current and Projected Enrollment, Faculty and Staff by Program, Discipline/Department or Service Area

Fire Protection Technology

Enrollments in the fire technology program declined somewhat since the mid-1990s, but has stabilized and gradually grown over the past five semesters averaging 2,927 WSCH. However, enrollment dipped in fall 2000 enrollment so extrapolation of the fall 1998 through fall 2000 WSCH values projects an enrollment of 2,962 WSCH by fall 2005. While this figure represents a twelve percent increase over fall 2000 figures, it is an increase of only one percent over the five-semester average. If and when a regional academy is completed, the department anticipates seeing significant shifts in enrollment patterns.

Environmental Technology is a small program and enrollment figures are included in those for the fire technology program.

Enrollments in the Public Safety Training Consortium are not expected to increase since the college contracts for a set amount of enrollment each year.

The discipline is allocated three full-time faculty members. One instructor retired in 2000 and a replacement has been hired effective fall 2001. A second full-time faculty member will be retiring spring of 2001 and, although no specific request is being made at this time for a replacement, the department will need to do so in the future, especially if/when the regional academy becomes a reality. The third full-time faculty member teaches students becoming certified as Emergency Medical Technicians. The demand for that certificate program is increasing markedly and the department is planning to reassess the need for hiring additional full-time faculty in that area in the next three years. Total FTEF for the department is 15.530 per year a portion of which is used to purchase FTES from the Public Safety Training Consortium.

Health Occupations

The four programs in this area vary widely in enrollments. Over the past five semesters the Community Health Worker program has averaged 68 WSCH, with no classes being offered in fall 2000. Extrapolation of the fall 1998 through fall 2000 data projects a decrease of seventy-four percent from the five-semester average WSCH.

Enrollment in the Allied Health program has been gradually declining and has averaged 476 WSCH over the past five semesters. Extrapolation of the fall 1998 through fall 2000 data projects a WSCH of 370 by fall 2005, an increase of thirty-nine percent over the fall 2000 enrollment of 266 WSCH, but a decrease of twenty-two percent from the five-semester average.

The remaining two programs in health care are substantially larger than the previous two. The Psychiatric Technician program has been experiencing growth in enrollments from a low of 282 WSCH in Fall 1998 to a high of 3,870 WSCH in fall 2000, averaging 1,860 WSCH over five semesters. Extrapolation of the data projects a WSCH of 4,285 by fall 2005, an increase of eleven percent over its fall 2000 enrollment (its highest) and a 130 percent increase over its average enrollment of 1,860 WSCH. The Vocational Nursing program's enrollment has been declining since fall 1998, averaging 2,514 WSCH over the past

five semesters. Extrapolation of the data projects an enrollment of 2,205 WSCH by fall 2005, an increase of three percent over its fall 2000 enrollment, but a decrease of twelve percent from its five-semester average.

Presently, the programs in this department are allocated 35.834 Community Health Worker has no allocated FTEF, Allied Health has 4.642 FTEF, Psychiatric Technician has 15.900 FTEF, and Vocational Nursing has 15.292 FTEF per year. There are thirteen full-time faculty and fifteen associate faculty. Over the next five years, the department anticipates that four full-time faculty will retire and will need to be replaced. The department has received approval for hiring two full-time faculty to replace retiring faculty in fall 2001.

If the transition were made to offer a Registered Nursing program the department would need to hire a qualified Director (such as an Administrative Dean of Nursing) by 2004. In addition, the current full-time faculty would need to be augmented by at least two new full-time faculty and probably another ten associate faculty would be required. To fully staff the nursing skills labs, another full-time lab instructor and four more clinical instructional assistants would also need to be hired over the next four to five years.

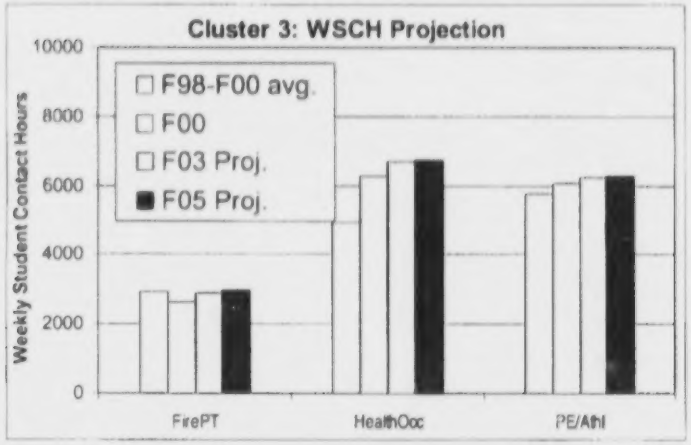
Physical Education/Athletics

Enrollment in physical education fitness and dance (especially social dance) courses has been steadily increasing for the past five years. In addition, the sports programs are expanding and the athletics area is becoming a substantial contributor toward assisting the college in increasing its full-time student enrollment. Consequently, the department's enrollment has increased dramatically since 1995. WSCH has grown by over 2000 WSCH per semester and over the past five semesters has averaged 5,794 WSCH. Extrapolation of the data projects an increase to 6,281 by fall 2005, an increase of four percent over the fall 2000 enrollment and eight percent over the five semester average. The growth could be even greater since the PE Phase II project will be completed in 2002 and will improve the ability of the department to attract and retain students.

Currently, the department has seven full-time instructors, five of whom have coaching responsibilities. Ten associate instructors are also used for a total FTEF of 16.25 per year. A new full-time instructor with an emphasis in social dance is in the process of being hired for fall 2001.

The athletic director is currently a faculty member from another area working on fifty percent-reassigned time for the department. Athletics is requesting that by 2003, the position of Athletic Director be increased to full-time that the college investigate the possibility of hiring specifically for that position rather than using reassigned time and pulling an existing faculty member from his or her regular assignment.

In 2000, the athletic director informed the college that for legal reasons, it needed to hire an athletic trainer who would at least be on site for college home games. The college planning and budgeting councils agreed and provided permanent funds to hire a trainer but only for a half-time assignment. The department is requesting that by 2002, the college provide on-going funds for the additional fifty percent-time so that athletics would have a full-time Athletic Trainer. Having a trainer full-time will allow them to continue to fulfill the college's legal obligation to have a trainer present at all home games and will enable them to assist



athletes in maintaining their health and/or regaining it after an injury.

In addition, given the growing amount of regulatory paperwork and tracking responsibilities in the athletics program, a full-time secretary/assistant is seen as a critical need for the Athletic Director. The area also requested expanded counseling time for athletics.

Learning Environment Needed to Meet the Indicated Goals

Fire Protection Technology

Presently, this program has no dedicated space per se on the campus so hands-on training is very difficult. Students must hone their skills such as repelling by using the sides of the college's large building and emergency training is conducted throughout the center space of the main building. Both activities may cause significant interruptions to more traditional educational activities taking place in adjacent classrooms and offices.

The programs offered in this department require specialized spaces and facilities for storage of bulky equipment (i.e., mannequins, medical supplies, hospital beds, fire-fighting protective gear and equipment) as well as for training and skill building activities. Although the courses are currently offered using lecture and lab spaces available throughout the college, conditions are far from ideal. Frequently, the college takes students to off-campus sites to provide necessary skill training.

Generally, the department needs to have dedicated space so that skill stations can be set up and made available to students for practice. Other specific requirements by the various programs (i.e., hoods for fire and environmental courses) should be created rather than trying to repeatedly retrofit existing limited spaces at the college.

Health Occupations

To develop and offer distance learning courses the department would need to have regular access to another multi-media classroom (a portable multimedia projection unit will be provided to the department in fall 200; however, at least one more will be needed within one to two years to meet projected instructional needs).

At a minimum, the present nursing lab needs to be enlarged so that two skills labs can be scheduled concurrently. Liaisons

between local hospitals and healthcare facilities and the department need to be strengthened in order to provide appropriate clinical experience sites for students in the various health care programs. Also, since students in these certificate programs benefit significantly through interaction with the private sector, access to a broader variety of sites needs to be developed.

Physical Education/Athletics

Physical Education is one of a few departments in the college that has dedicated space for instruction. However, there are several difficulties that surround the use of various portions.

Internally, the construction of a new gymnasium in 1994 split the facilities for indoor sports. Although the gym itself is superb, the showers and locker rooms are only available in the main building several hundred feet away. As a result, the facility has been underutilized in most cases.

Externally, the sports facilities remain inadequate for community college level competition. Different team sports are required to be played on the same field (that were not designed for such use), scoreboards for tennis and soccer are non-existent, and safety issues repeatedly arise due to the poor drainage and uneven surface of the playing fields.

Completion of existing plans for additions to the gymnasium and improvement of the playing fields are imperative in order to provide the learning environment for these programs to grow and to meet the needs of the college community in the future.

Facilities or Spaces Required to Provide the Necessary Environment

Fire Protection Technology

The development of a regional training facility managed by the college will have a major impact on this program. This facility is in the final planning stages at the present time and it is anticipated that this facility will be completed within the next three to four years if funding can be identified and obtained. The facility as planned will contain classrooms, skills laboratories, a training tower, as well as props for hazardous materials, auto extrication, confined space and heavy rescue training. Dormitory accommodations are also planned enabling out of area students to attend classes and obtain training.

Until such a facility becomes a reality, the college will continue to rearrange and remodel spaces, as they become available. A 50-75 student EMT classroom with hospital ward setting is desirable on the Mission College campus to meet the needs for that program.

Health Occupations

Currently, the space dedicated to the health occupation programs is limited to a nursing laboratory with an adjacent classroom and storeroom. To accommodate anticipated growth, the space needs to be enlarged so the department can operate two skills labs concurrently. Increased storage space is also required so the programs can acquire additional hospital equipment.

The college has recently identified new space to house a computer lab that nursing will share with the Fire Technology department for training of students. A classroom with two-way mirrors to allow observation of students developing therapeutic communication skills remains a necessity.

Physical Education/Athletics

This department has extensive facility needs if it is to continue to meet both present and future demands. Currently, there is no dedicated soccer field so the teams use the softball complex that is too short and has an uneven, bumpy playing surface due to animal burrows and holes. Renovation of the baseball dugouts needs to be scheduled and included in college/district planning processes They were built twenty years ago and were designed for a softball team, not a baseball team (they are too tall so the audience cannot see the field from the bleachers and presently do not accommodate both personnel and equipment).

Completion of the Mission College financed Phase II of the PE facility in 2001-2002 will add showers, locker rooms, and office space to the gymnasium. State funding for Phase II is planned, but has not made it through the funding stages of the governors budget for the past couple of years. If and when that funding becomes available, team rooms, classrooms, fitness and dance labs will also be constructed adjacent to the gym encouraging more coordination in scheduling of classes and events.

The completion of that building project will enable all the department's programs to be relocated away from the main building, freeing up significant amounts of space for the expansion or realignment and relocation of other programs. Phases III and IV, if unfunded by the state, need to be funded locally by one or more methods.

Support Services Required by These Spaces

All of the departments in this cluster have significant needs for support services. As can be seen in the individual areas discussed below, most require assistants and lab aides to maintain inventory and facilitate instruction. In addition, the majority require other specialized support services (i.e., particular resources available in the Library, tutoring, and secretarial services). All rely heavily on counseling and individual counselors specialize in working with students from particular programs.

Specific Requests for Support Services by Area

Fire Protection Technology

As the fire program expands and begins to utilize a new regional training facility, a variety of support services will be necessary. The department needs to be certain that the college is aware of the level of commitment, if any, it will be required to provide in the way of support services for the off-campus facility.

The EMT program will need to increase its hourly lab assistants as the number of students grows (the state requires one assistant for every twelve students). Otherwise, no new support personnel are anticipated.

Health Occupations

Expanding the number of skill labs and increasing student access to computers emphasizes the department's need for additional clinical assistants and lab aides to assist students. Given the heavy reporting requirements of the programs in these disciplines, the faculty has expressed a need for additional administrative support specifically assigned to the area. Such administrative support will definitely be necessary when/if the department adds a Registered Nurse program in the future.

Physical Education/Athletics

Ensuring that Mission's athletes comply with state and college regulations is a time consuming record keeping task that requires the dedication of a full-time secretarial assistant. To this point, the Athletic Director has been responsible for directing the program, monitoring and tracking the academic progress of the students, controlling and maintaining the budget. Considering the expansion in the number of sports fielding teams and the total number of students involved in the various sports, it is impossible for the Director to complete all those responsibilities alone. The Director has to date made use of hourly student assistants. However this type of assistance has proven to be unreliable and inadequate for the program. The department is therefore requesting a full-time administrative assistant be hired to provide support for the program and the Athletic Director.

The completion of new facilities for this department will result in increased needs for custodians, maintenance staff and groundskeepers. Similarly, additional maintenance personnel would be needed to provide upkeep for new playing fields.

The gymnasium and other physical education/athletic related facilities are presently scheduled by both internal (college) and external (community) groups for specialized events. These activities also require support personnel before, during and after events. The college procedures governing these arrangements need to be re-examined so that not only will there be efficient utilization of space (reserving use by the instructional programs), but also ensure that those holding the event provide adequate funding for any required support services.

Technology and Equipment Required for These Programs and Services

Fire Protection Technology

The use of computers is becoming mandatory in the fire service. GIS/GPS, for example, is used in mapping and developing pre-fire plans and reporting is done via computers. Access to computer labs and state-of-the-art software will be crucial to students enrolled in programs in this department.

Health Occupations

A small dedicated computer lab with fifteen to eighteen stations as well as a portable multimedia projection unit are being provided for the department in the fall of 2001. Additional simulation equipment to teach "reality" situations and offer immediate feedback is necessary.

Physical Education/Athletics

As the various areas in physical education grow, additional equipment will be needed in the fitness labs and gym. No specific requests were identified at this time; however, the department plans to monitor its needs and will bring them through the budget processes as needed.

There are a few equipment needs that have been requested by athletics: playing equipment for softball, soccer and badminton; scoreboards for tennis and soccer, and a new computer for the Athletic unit to record and evaluate its progress in achieving its goals and objectives and track meeting COA eligibility guidelines.

The addition of the women's sports in the past couple of years has caused scheduling difficulties with the college's van. Some of the sports have competitions that are scheduled at the same time and often require out of area travel. The department's ability to transport athletes to events requires the addition of at least one other college owned van to accommodate teams that must play at the same time in divergent locales.

An exercise physiology lab will be included in the construction of the PE complex. The lab will enable the department to develop fitness testing, health screening, and wellness/lifestyle assessment. Technology (computers) will be an integral part of such services.

Cluster 4: Community Education, Contract Education, and Work Experience

Statement of Purpose

Since its inception in 1976, in accordance with its mission, core values and goals, Mission College has been involved with its surrounding community. At every level, in a variety of ways, the college provides educational and training opportunities through its programs and services to individuals, businesses, and community groups.

The three programs in this cluster all reach out to the community, developing programs and courses, to meet identified needs. The college's involvement with its community will continue to grow and evolve as programs are created and/or expanded to respond to the community's interests.

Educational Goals

Community Education

- To respond to the market forces of the community by partnering with the college to efficiently offer classes and programs that meet the training and educational needs of the community.

Contract Education

- To collaborate with the credit programs of the college and offer customized classes on a not-for-credit basis in response to expressed needs of Mission's corporate community.

Work Experience

- To provide eligible working students with the opportunity to earn college credit while learning in jobs relating to their career and educational goals.

Currently Offered Programs and Services

Community Education offers FTES generating programs in Adult Education or noncredit areas in three of the nine topic categories that are state funded. For the Older Adults program Community Education offers courses at fourteen different sites throughout the community. The Parenting program offers approximately 100 sections of Childbirth Education classes at local hospitals. The Health and Safety program offers classes at two Valley Medical Center sites.

Fee-based classes that are self-supporting are also offered by Community Services. Programs offered in the fee-based area include: the Institute for International Studies that provides an intensive English program and courses in Workplace ESL (see Cluster #11 for more detailed information on this program); the Drug and Alcohol Education programs that provide anger management courses and a variety of drug and alcohol related courses for the county's Department of Corrections and Probation

Department; and the Community College Alliance for Traffic Safety program that contracts with the county to provide traffic school for individuals who have received moving violations. In addition, there are other fee-based programs such as an On-line Health Education/Continuing Education program and a Pharmacy Technician Certification program. Many personal enrichment classes are also available through Community Education.

Contract Education does not create course offerings of its own; all courses are derived from Mission College's curriculum, which is created by qualified instructors in each discipline. Offering over 100 different courses and services, those most frequently requested include Supervision and Management, ESL, Communication, and basic skills courses.

Contract Education also offers a Corporate College that enables employees to fulfill degree requirements at times convenient for their work schedule. The contracting corporation pays for the program. Organizational and individual needs assessments are also offered by Contract Education.

Work Experience collaborates with employers and faculty in numerous occupational education programs to develop measurable learning objectives that meet enrolled student's short and long-term career goals. It allows students to combine on-the-job-training and actual employment with regular college instruction. It is based on the principle that well educated individuals learn and succeed best through an educational program that provides experiential learning opportunities. In addition, a student internship component was recently added in which students are placed in paid corporate locations.

Life Span of Identified Programs and Services

Community Education

Community Education expects to continue to respond to market demands. Given the college's unique location in California and its accessibility to the Pacific Rim, Mission College is one of several higher education institutions that resulted in Santa Clara County being named sixth in the "Top Ten US Counties Where International Students Enrolled!" (1998, see Open Doors at www.opendoorsweb.org). Consequently, the college's Institute for International Students is anticipated to expand in the future as increasing numbers of international students are drawn to Silicon Valley seeking jobs in the high tech industry and choose Mission College to meet their educational needs. (Also see Cluster #11.)

In the past year, Community Education, in collaboration with the credit programs, has developed and successfully offered a series of fee-based, short-term certificate programs in the computer field. The local, national, and international demand for trained high tech workers is expected to continue in the future and Community Education is uniquely able to rapidly respond to meet these shifting demands with concentrated, intensive courses.

Similarly, English as a Second Language courses will expand in the foreseeable future. Lengthy waiting lists for the lowest level of ESL education have resulted in Community Education evaluating the possibility of instituting adult education/credit citizenship classes. Such courses would provide an effective bridge to many other Community Education programs as well as to the numerous credit programs and services offered at Mission College.

Contract Education

This area is one of the most active and prolific units at Mission College and collaborates with many occupational programs and general education disciplines throughout the college. Over the next two to three years, Contract Education will continue to work with faculty and staff to actively seek ways of becoming structurally and programmatically co-located with similar Workforce Development programs at Mission College (such as Work Study and Job Placement).

As the college has experienced in the past, the economic fluctuations currently seen in the corporate community surrounding the college are anticipated to lead to increased demands for retraining as businesses and employees respond to shifting marketplace needs. It is probable that Contract Education will remain strong and expand its initiatives in the future as it reaches out to its corporate partners in the area.

Work Experience

Work Experience anticipates expanding in the future to include internship programs and employment services. If and when the college moves to offer students service learning activities this program will be especially well suited to offer such courses through its existing links with occupational education programs.

Current and Projected Enrollment, Faculty and Staff by Program, Discipline/Department or Service

The programs in this cluster literally serve thousands of students every year and enjoy the full support of Mission College. Presently, no full-time faculty is allocated to any of these programs. The areas expect to grow in the future, especially if more appropriate facilities are provided.

Community Education

Community Education currently provides programs and services to over 18,000 students. There are five full-time staff in the program and many part-time faculty and staff. The Concept Paper for Community Education delineated increased staffing needs in the future, mostly in the Institute for International Students (see cluster #11 for additional information on this institute). In the adult education and fee-based programs, no additional new full-time staff is being requested at this time. However, the areas will monitor growth and bring forth requests as necessary in the future.

Contract Education

Since this program was organizationally returned to Mission College (from its short tenure as a district-run entity in the mid-1990s), it has grown significantly and once again has a revenue base that continues to outpace its expenditures. Currently, there are fifteen categorically funded employees in Contract Education (all but three are full-time). Recently, a full-time financial

analyst was hired and the area is in the process of hiring several additional program managers (since the positions are funded through grants or corporate contracts, the need for personnel changes as funding sources come and go). Aside from the positions already in the hiring process, the most immediate need is for a Director of Economic Development/Contract Education. The Dean of Workforce and Economic Development has managed the responsibilities of such a position for the past five years. However, the growth of Contract Education programs and Economic Development initiatives has highlighted the fact that additional administrative support is critically needed and the college needs to reevaluate the distribution of administrative responsibilities to determine if and how an additional administrator should be hired in this area.

Work Experience

As the college experiences growth, especially in its occupational programs, enrollment in the cooperative work experience program will likewise increase. Over the past five semesters enrollments averaged 510 WSCH. Extrapolation of the data projects that enrollment will increase to 528 WSCH by fall 2005, an increase of 31% over its fall 2000 enrollment, and a 3% increase over its five-semester average.

There is currently no full-time faculty in this program. However, the area is allocated two FTEF per year that is divided among 14 associate faculty. If the college wishes to continue the program with no full-time faculty, then secretarial support should be provided to assist those associate faculty in issuing and monitoring student contracts, etc. In addition, the student internship component of work experience that places students in local corporations should have a faculty coordinator. This might be provided with reassigned time until the need for a permanent faculty for the area is better defined. If the college decides to support service learning activities in any depth, this would further support the program's need for a permanent full-time faculty position in the next three years.

Learning Environment Needed to Meet these Goals

Community Education

Since classrooms are utilized by several disciplines, community services typically schedules classes after the credit courses have completed getting room assignments each semester. The result of having such a limited number of classrooms available at prime times is that many community education programs must be offered off-campus.

Most Community Education courses require the same learning environment as the regular lecture and lab courses offered throughout the college. Having to schedule Community Education classes in other locations may mean that courses are offered in poorly equipped classrooms (i.e., community centers or local K-12 schools that may not have seats, tables, etc. appropriate for adult populations) that do not provide adequate support services (i.e., access to the bookstore, library, duplicating, AV equipment, etc.). As demands for computer related-courses increase, accessibility to college computer labs will increasingly become a concern, since it is virtually impossible to locate off-site rooms as well equipped as the labs are at Mission College.

Contract Education

Although some Contract Education classes are offered at Mission College, most courses are delivered at company sites in compressed time frames. Consequently, the learning environment and services offered are generally the responsibility of the client and are usually more than adequate.

Work Experience

Except for the orientation portion of the work experience classes, the learning environment is dependent on where the student is employed or is interning.

Facilities or Spaces Required to Provide the Necessary Environment

Community Education

Presently, this area has been given very limited facilities on campus. Community Education has limited office space within the main building and no dedicated classrooms that could be scheduled for its programs alone. During the planning process for the 2001-2002 academic year, the college allocated the newly vacated TV-AV area on the first floor to Community Education. The new space is adjacent to the space the area now occupies and will be remodeled to provide expanded office space and a small classroom.

Additional space is still needed for this area, especially for the Institute of International Students. Since many of the facility needs for Community Education are identical to those of Contract Education, the two areas are investigating ways of housing both programs in a new facility on campus (see section below as well as Cluster #11).

Contract Education

Contract Education is presently housed in a temporary building located adjacent to the permanent college structures. It has no plumbing and insufficient space for the number of faculty and staff working there. The program is working with Community Education to develop plans to co-locate the programs of Community Education and Contract Education and provide adequate space for both. The facility must include adequate accessible space for conferences, classrooms, offices, and adequate storage with a minimum of 15,000 square feet of wired, networked space. Parking convenient to the building is desirable.

Work Experience

No additional new space is anticipated being needed at this time.

Support Services Required by These Spaces

Storage space for these programs is presently seriously limited and would be provided if a new facility were to be constructed. Clerical and other support services will need to be carefully reviewed for adequacy in the future as programs and services in these areas are expanded.

Technology and Equipment Required for these Programs and Services

Aside from the need for additional computers, phones, faxes etc. to be provided, as new spaces are available, there is little need for specialized equipment. If a new, separate facility becomes a reality, the area will want to investigate obtaining a scanner and production printer in the future. Any connections to off-site teaching locations developed through partnering with them could be created along with any other distance learning opportunities that are developed.

Cluster 5: Biological Sciences, Chemistry, Engineering, Physics, Mathematics, and Nutritional Sciences

Statement of Purpose

These departments provide fundamental courses that satisfy general education requirements for associate degrees and many certificates. Some of the programs in this cluster also offer certificate programs that open important paths for students to immediate career opportunities. All of them provide students options for transfer to four-year institutions.

Educational Goals

Biological Sciences

- To promote science literacy and facilitate learning in biological sciences.

Chemistry

- To meet transfer requirements for physical and biological science majors.

Engineering

- To prepare students to successfully transfer into a four-year university engineering program.
- To meet the needs of the high tech community.

Physics

- To enable students to understand the principles of physics and apply these theoretical and analytical principles to real world situations.

Mathematics

- To enhance student's computational skills so they can successfully live and work in the high technology environment of Silicon Valley. These may include specific math techniques for use on the job or in other courses.
- To incorporate the development of critical thinking skills that enhance student's ability to analyze and solve problems in practical situations.

Nutritional Science

- To assist students in gaining an understanding of the scientific basis for nutrition and examine how the environment is connected with the nutritional status of populations.

- To explore the health implications of a variety of foods by examining the way that foods are used in different cultures.

Currently Offered Programs and Services

Biological Sciences as a department consists of Biology, Anatomy and Physiology. It offers a variety of courses including general biology, anatomy, microbiology, marine biology, environmental biology, and rain forest ecology. A mini-microcomputer center in the Anatomy and Physiology/ Microbiology lab features networked PCs and Macintosh computers equipped with CD-ROMs so that students can download course information and have access to other course-relevant media. An associate of science degree program is offered.

Chemistry offers courses for students majoring in physical and biological sciences as well as for those needing review of basic chemical concepts. All chemistry courses at Mission include a practical component where students conduct hands-on experimentation in a modern, well-equipped laboratory. Recently, distance learning techniques have been incorporated into the major's classes so students have more flexibility in fulfilling requirements for this area. In the sections that use a self-paced format, assignments are completed with minimal lecture time. The instructor utilizes CD-ROMs, on-line and personal as well as peer study groups. The text and workbook are on CDs along with video clips, problem solution sequences and laboratory simulations. An associate of science degree program is offered.

Engineering has made recent modifications to its curricula to meet new requirements of four-year institutions and to streamline the transfer process. In addition, the department has been expanding the curricula in non-transfer areas.

Two new courses (Geographical Information Systems and Remote Sensing) have been developed to meet the needs of industry in Silicon Valley. The department is working with the Environmental Technology and Manufacturing programs at the college to develop curriculum that would assist high school students in obtaining certificates in those areas or continue on and transfer. An associate of science degree is available in Engineering.

Physics offers courses that meet the needs for transfer in engineering, pre-med, pharmacology and optometry, and general education physical science. It has strong links with Contract Education providing instruction to companies such as National Semiconductor, Advanced Micro Devices, and Intel.

Physics merged with Astronomy several years ago and has subsequently developed an astronomy lab course satisfying the need for a transferable lab science in the physical sciences. An additional course in Technical Physics was created in collaboration with the Manufacturing department. An associate of science degree in Physical Science is offered.

Mathematics offers twenty-six different math courses including algebra, geometry, trigonometry, calculus, statistics, arithmetic and math for the liberal arts student. A Math Tutoring and Computer Lab provides cross-platform accessibility to software

support of course offerings as well as tutoring support for various course assignments. An associate of arts degree is offered.

Nutritional Science presently offers two courses: Human Nutrition, a basic nutrition course, and Diet in Health and Disease, a course designed for students in the health care field. No certificate or degree programs are offered in nutrition, however, the department does offer a certificate program for Dietetic Service Supervisors.

Life Span of Identified Programs and Services

Biological Sciences

The department foresees a moderate expansion of its curriculum and with the construction of a new Science and Technology Building there will be more lab facilities enabling the department to offer a broader variety of courses. A recent needs assessment was completed that has provided support for the department's plan to develop a new program in horticulture/urban forestry. The department is continuing to investigate the possibilities for collaboration internally and externally.

Chemistry

The department anticipates continued program growth as it works to modify and expand its curriculum. Recent modifications reflect the increased demands for computer-aided instruction and distance learning methodologies. The majority of the sections are offered in a traditional lecture-laboratory format, however, a few are being offered in a multimedia self-paced format as well. Organic and inorganic chemistry and quantitative analysis courses are offered. An associate of science degree in Physical Science is available.

Engineering

Engineering has been housed in a couple of different divisions at the college and is now in the Natural Sciences Division. Faculty from both Engineering and Physics departments are working closely together to ensure that courses and programs meet student and community needs.

The department will continue to develop courses as it coordinates with the Physics/Astronomy and Manufacturing departments, since they share students and equipment. An anticipated growth in embedded chip production and utilization will undoubtedly encourage further growth in this area as new jobs are created.

Physics

The department is continuing to explore the feasibility of consolidating Physics/Astronomy with Engineering so that the resulting department could share resources, and instructors, benefiting the individual areas as well as students. New areas are being evaluated for possible course/program direction (i.e., orbital mechanics for those dealing with satellites and their tracking).

The faculty in the Physics department have been actively working with the Fire Technology program at Mission and

recently have been teaching courses for the San Jose Fire Department (the segment that deals with aerial apparatus) in their Engineer Promotion Academy. As a result of the success of this partnership, the Physics department plans to develop a physics lecture/lab course focusing on fire-service related issues.

Computers are being integrated into the basic physics and astronomy lab curricula. Large segments of the astronomy course are on Power Point and instructors intensively use video and pictures that are computer generated and accessed through the Internet.

Mathematics

The department has consistently been one of the college's leading disciplines in developing new curricula and incorporating new methodologies into existing courses. It will continue to explore new course offerings and to restructure existing courses, including distance learning courses, to better meet student needs. It is currently piloting the concept of offering on-line tutoring to assist students outside of normal Math Lab hours.

Nutritional Science

In fall 2000, the department hired a permanent full-time instructor for the department. The faculty member will provide direction for the discipline and make any necessary revision to and expansion of its curricula and programs.

Population growth in California, increased demands for trained workers in the health care and fitness fields, and the aging of the American population all will provide the stimulus for continued growth of this area. In addition, the department needs to re-evaluate the viability of reactivating the two-year degree Dietetic Technician program. Originally established and accredited by the American Dietetic Association (ADA) in 1978, the degree program was inactivated in 1983 due to decreased community demands and reduced college funding. However, given the fact that the health care industry is growing and continues to offer job options for Dietetic Assistants and Technicians, and that there are no other local programs where students can receive training from an ADA accredited college (closest one was Oakland that also inactivated its program several years ago), the next couple of years will provide an excellent opportunity for the program to reassess its future direction.

Current and Projected Enrollment, Faculty and Staff by Program/Discipline/Department or Service Area

Biological Sciences

Enrollment has declined slightly since its high in 1996-97. Over the past five semesters enrollment has averaged 2,004 WSCH which is projected to increase to 2,080 by fall 2005. This represents an increase of twenty-three percent over the fall 2000 enrollment and an increase of four percent over the five-semester average. The opening of a new Science and Technology building will offer the program no additional square footage, although it will include three new biology labs, a rooftop greenhouse and expanded lab preparation and stock room facilities. In addition, the department plans to maintain and remodel its existing space in the main building to provide for future program growth.

Currently, there are three full-time faculty and four to five associate faculty with 9.953 FTEF per year. The planned expansion of the curriculum will require hiring an additional full-time lab technician within the next three to five years to support the areas of microbiology, physiology and horticulture. As enrollment growth occurs and the new horticulture program is created, the department anticipates needing to hire a fourth full-time faculty in the next five years. The opening of the new facility will also require additional full-time secretarial support.

Chemistry

Enrollment has declined from a high in 1995 to an average of 1,530 over the past five semesters. Extrapolating the data results in a projected enrollment of 1,350 by fall 2005, a decrease of two percent from the fall 2000 WSCH, or a decrease of twelve percent from the five-semester average. With the opening of the new Science and Technology building in 2002, Chemistry will have more lab space as well as a computer lab available for student use. Consequently, growth in the program will again be feasible.

Currently, the department has two full-time faculty one of whom retired in spring of 2001. There are five associate faculty and the department has a total FTEF of 7.171 per year. A lab technician is shared with Physics and secretarial support is shared with several other departments in the Natural Sciences Division. Next fall, the discipline will be requesting a full-time faculty for fall 2003 to replace the faculty that retired. With an increase in the number of hands-on labs and a new computer lab in the new facility, a full-time lab technician will be requested for the fall of 2003.

Engineering

Engineering enrollment over the past four semesters averaged 982 WSCH. It is projected to increase to 1,052 by fall of 2005, an increase of four percent over the fall 2000 enrollment of 1,014 WSCH, and an increase of seven percent over the discipline's five-semester average.

With the resignation of a full-time faculty member two years ago, there is currently one full-time faculty assigned to Engineering. That faculty member has been on leave since fall of 1999 and several associate faculty along with full-time faculty from related disciplines have been teaching courses in the discipline. Total FTEF for the department is 4.567 per year.

In close coordination with the Physics department, the Engineering department will be hiring a new full-time faculty in fall 2001 who may have a split assignment with the two departments. The new position will add direction and stability to the department and provide additional ties with Physics and other departments.

Physics

Enrollment in Physics courses over the past five semesters has been declining slightly, averaging 1,460 WSCH. It is projected to be 1,367 WSCH in fall 2005, an increase of four percent over its fall 2000 WSCH of 1,309, but a decrease of six percent from its five-semester average. Astronomy, a closely related discipline, has enrollments over the past five semesters that have averaged 604 WSCH. It is projected to increase to 750 WSCH by fall 2005, an increase of thirteen percent over the fall 2000

figure of 663 WSCH, and an increase of twenty-four percent over the five-semester average.

Currently, the department has two full-time and five associate faculty with a total FTEF of 7.673 per year. The department shares two lab technicians with other science disciplines. Last year, additional funds were provided to hire a half time lab technician to share with Engineering. So far, the position has not been filled and the two disciplines have been using hourly assistance. The Physics department requested hiring a full-time instructor for fall 2001 shared with Engineering. However, no instructor was located. Physics will be requesting a full-time Physics only instructor in the next two to three years.

Mathematics

The Math department consistently provides approximately ten percent of the total college enrollment. Over the past five semesters the program has averaged 8,928 WSCH. It is projected to increase to 9,959 by fall 2005, an increase of five percent over its fall 2000 enrollment of 9,509, and an increase of twelve percent over the five-semester average.

Presently, the department has 12 full-time faculty and is hiring a new full-time faculty member for fall 2001. Another full-time faculty was requested but did not rank high enough by the college planning processes to gain acceptance. Since the department also utilizes 25 associate faculty routinely and has 37.109 FTEF per year, it is anticipated that the department will be submitting requests for an additional one or two new full-time faculty in 2002.

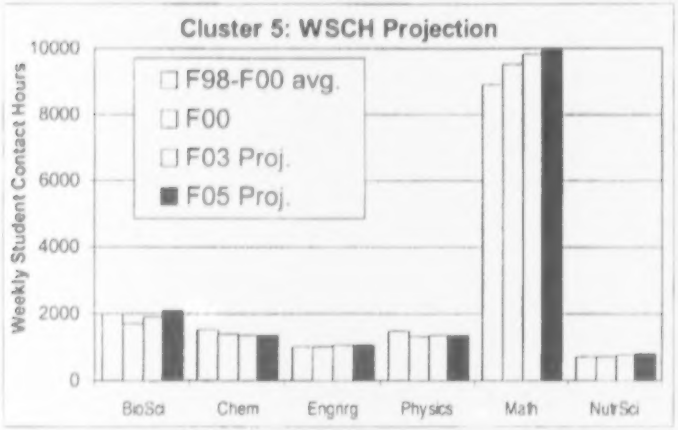
The department also has one full-time and one half-time math lab technicians to cover the Math Tutorial and Computer Lab. The half-time position covers mainly evening and weekend hours. Since these times are some of the busiest at the college and a half-time position creates scheduling difficulties for Math and concurrent accessibility issues for students, the department needs to increase the position to full-time within the next one to three years.

Nutritional Science

The loss of the department's only full-time faculty member in 1995 resulted in declining enrollments in nutrition courses since the department lacked full-time support and direction.

Enrollment has averaged 714 WSCH over the past five semesters and is projected to increase to 783 by fall 2005, an increase of fifteen percent over the fall 2000 figure of 683 WSCH, and an increase of ten percent over the five-semester average.

Currently, the department has one full-time faculty member and three to four associate faculty. Total FTEF is 3.046. If the associate degree program is reactivated along with its related curricula, and programmatic growth continues, the department will need a second full-time faculty member in three to five years. In addition there is an immediate need for secretarial support.



Learning Environment Needed to Meet These Goals

The main emphasis for this cluster of science programs will be to provide modernized laboratories (hands-on and computer) as well as state-of-the-art lecture classroom space that will ensure a comfortable environment conducive to teaching and learning. In the past, science courses were relatively traditionally taught using blackboard or white boards. Now, with the advent of the Internet and digitally produced demonstrations and presentations being a viable option, classrooms with multimedia projection systems are utilized in all areas. Mission College currently has eight to ten rooms so equipped and the scheduling of these remains problematic.

Many of the current classrooms at Mission College do not provide a good learning environment. They are not large enough and/or do not have enough board space (especially for Math classes). Soundproofing is inadequate between classrooms and temperature regulation is erratic. Some of the tablet armchairs are not large enough to accommodate students comfortably and many desktops are inadequate to hold books, notebooks, and calculators, among other items.

The need for additional space that can provide an appropriate learning environment is long overdue. Availability of state funds for new buildings is a lengthy process and from the time an institution qualifies for money to construct a building until construction is finally completed at least five to eight years have elapsed. In the interim, the continuing growth at the college results in the new space being inadequate even as it is constructed.

At Mission, the decision to transport what are now 35-year old modular, portable classrooms from the district's original Campbell campus to Mission College and remodel them initially seemed like a good idea. It did meet the college's immediate needs; however, their availability now impacts the college's ability to qualify for state funds for building new lecture space. And no matter how one examines it, 35-year old buildings are just that, inadequate by modern standards, and do not provide a learning environment appropriate for college students.

Facilities and Spaces Required to Provide the Necessary Environment

The new Science and Technology building at Mission College that will be constructed over the next two years will provide increased space for Chemistry, Physics, and Engineering. Unlike the Chemistry, Physics, and Engineering areas (that will gain space when they relocate to the new Science and Technology

building), the Biological Sciences department will need to maintain its existing space in the main building in addition to space in the new building in order to provide adequate space for programmatic expansion.

The majority of programs in these areas would be better able to expand their offerings if they had access to a large lecture hall with line of sight (raked floor) to the front, equipped with a multimedia projection system, that would enable the programs to combine students from multiple smaller lab sections for lecture purposes.

Specific Needs Identified by Individual Departments in This Cluster

Biological Sciences

Following completion of the new science building in 2002, remodeling of the existing space for biology in the main building must be accomplished in a timely manner. The possible delay in state funding for the in-fill remodeling project would necessitate postponing development of the planned horticulture program and could stifle department growth. Secure outdoor storage and additional greenhouse facilities will be needed in the future if the planned horticulture program becomes a reality.

Chemistry

Expanded laboratory facilities will be available along with offices for faculty, lecture rooms, a computer lab and meeting rooms. Improved stations and equipment will resolve the serious safety concerns raised in the existing spaces and will markedly improve the learning environment for faculty and Chemistry students.

Engineering

The program faculty anticipate a major shift in methodologies used to teach engineering that will necessitate the use of high-end computers as students use simulations and computer software to design, build, and test products. The new science building will provide access to computer labs for the Engineering program.

Physics

Physics is looking forward to having increased space for its lectures and labs in the new science building. Space will also be provided for secretarial support and technical lab personnel as justified by instructional faculty needs.

Mathematics

Math needs to hold it classes in rooms where there are at least three side-by-side blackboards of good quality. As the department increases its use of technology in the teaching of mathematics, additional multimedia rooms will be necessary. Having these rooms in close proximity to the math lab would encourage more students to take advantage of services offered by the lab.

Nutritional Sciences

The department currently has adequate facilities for the anticipated short and long-term changes that need to occur over the next several years. Facilities will need to be re-evaluated over the next ten years since, depending on program development, dedicated laboratory space may be required.

Support Services Required by these Spaces

When the new Science and Technology building is opened there will be increased demand for more custodial and groundskeeping personnel to maintain the facility and surrounding area. New labs will require hiring additional lab aides (probably one per lab initially with more added as dictated by student use) to control inventory and assist faculty in providing relevant learning experiences for students. Technical support personnel to support and maintain computer labs has historically been the most difficult to hire and retain given the economy of the Silicon Valley. The computer lab planned for the new science building will be equipped with state-of-the-art, high-end computers to accommodate the needs of the science disciplines, especially the Physics and Engineering departments. Technical support will be critical for maintenance of such a lab space. In addition, the computers and computer labs used by each of these disciplines are being used more frequently requiring the labs to stay open longer hours and requiring hiring more support staff.

Every service presently offered to students will need to be expanded as enrollments increase (i.e., counseling, tutoring, library, etc.). The Math department indicated that it particularly needs to improve communication with counselors about student placement in math courses.

Those disciplines whose students make heavy and consistent use of tutoring services (e.g., Math) are having great difficulty attracting and retaining good tutors due to the existing salary schedule. So far, the district, responsible for establishing and maintaining pay scales, has taken no action on Mission's repeated requests for a re-evaluation of all classified hourly rates.

Please see the discussions of those individual areas for specifics related to future needs.

Technology and Equipment Required for the Programs and Services

Since programs that require purified water on demand will use several of the labs in the new building, a full functioning deionized water supply is urgently needed. It is unknown at this time whether or not funds will be available to meet this need. If not, then the disciplines will need to bring such requests forward through the usual budget processes.

An additional multimedia classroom and increased numbers of hands-on labs along with a computer lab are being built and will require new equipment (as part of construction). Additional new equipment to support new instructional programs or courses developed in the future will be brought forward via the usual planning processes as they are identified.

Cluster 6: Manufacturing Technology, Computer Electronics Technology, Computer Networking Technology, Computer Information Systems, Computer Applications, Design Drafting, and Computer Information Technology

Statement of Purpose

These areas offer training for students desiring to meet a wide variety of educational goals usually related to the high tech industry. Some of the programs open important paths for students seeking immediate career opportunities and most of them provide students options for transfer to four-year institutions.

Educational Goals

Manufacturing Technology

- To prepare students for entry-level positions in the rapidly growing field of micro manufacturing (e.g., semiconductors and microelectronic machines [MEMS]).
- To develop the student's ability to work in and change the technological environment in which they live.
- To match a student's problem solving and troubleshooting skills with training in automation, computers, mechatronics, robotics and nanotechnology in an advanced manufacturing environment.

Computer Electronics Technology

- To provide a solid, balanced foundation in analog and digital circuitry along with a basic knowledge of telecommunications and circuit simulation.
- To develop a student's troubleshooting and computer repair skills.

Computer Networking Technology

- To provide entry-level skills and knowledge for those students who desire to enter the networking profession.
- To provide the necessary foundation and networking background for those wishing to pursue further education in the networking field at a four-year university.

Computer Information Systems

- To provide students with the knowledge and skills required to gain entry-level employment as computer programmers and/or software/system administration technicians.

BEST COPY AVAILABLE

Computer Applications

- To provide computer application experience so students will acquire the skills necessary to effectively use the computer in an office environment.
- To prepare student's for entry-level positions such as a clerk or an office assistant.

Design Drafting

- To provide students with the skills necessary to function as contributing members of a design team and prepare for a successful career field in manufacturing as mechanical, electronic or electro-mechanical designers.

Computer Information Technology

- To prepare students for careers in the information technology fields of computer networking and systems administration.

Currently Offered Programs and Services

Manufacturing Technology courses are designed to provide hands-on training in semiconductor fabrication including cleanroom procedures, monitoring manufacturing processes, and maintaining and troubleshooting manufacturing tool sets (equipment). Courses include Introduction to Semiconductor Manufacturing Technology, DC and AC Principles, Electromechanical Systems, Robotic Systems, Vacuum Systems and DC-AC Electromechanical Combo among others. Both an associate of science degree and a certificate are available.

Computer Electronics Technology offers an associate of science degree program that serves two purposes: as a stand-alone two-year technician program and as a transfer program for those wishing to pursue a bachelor of science degree in Electronics Technology at a four-year university. Courses include Microcomputer Software Design, Introduction to Engineering High-Tech Assembly, Computer Diagnostics and Repair, Devices and Circuits, Microcomputers, Data Communications, Computer Service Technician (A+), and Circuit Simulation Using Pspice among others.

Computer Networking Technology is part of the Computer Electronics department and offers coursework designed to provide a broad-based and practical background in the major aspects of network technology. This includes LAN and WAN technology, routers and switches, network administration and troubleshooting, Windows NT and other widely used network operating systems, programming in Java, and emerging technologies in the networking field. Presently, a networking certificate is pending approval by the College Curriculum Review Committee.

Computer Information Systems offers students the choice of pursuing an associate of science degree in Computer Science or a certificate(s) with general and C/C++/Unix programming emphasis. A transfer option is available as well as courses that assist students in updating their skills. Courses include classes in

computer programming such as PASCAL, BASIC/VB, Fortran, Prolog, C/C++, JAVA, PERL, and UNIX Shell Programming. In total, twenty-nine courses are available in this department to meet the needs of students interested in the field of computer science.

Computer Applications has undergone significant change in the twenty-two years it has been in existence. Starting as a Secretarial Science and Word Processing program with ten courses in 1979, the department grew to over twenty courses and in 1995 changed its name to Business Office Technology. In 1997 it again changed its name to the Computer Applications department and how offers a total of 54 courses that provide training in a wide array of software packages (i.e. Microsoft Office, Word, Outlook, and Access; Introduction to Filemaker Pro, Excel, Lotus 1-2-3, Quicken, Microsoft Works and Oracle).

Basic courses in computer keyboarding and how to navigate a Macintosh or the PC are available, as are fundamental courses in Internet and web technology. Computer Applications offers several of its courses using distance learning techniques providing realistic options for working students to improve their skills. Two associate of science degrees are offered: Office Administration and Office Information Systems. Seven certificate programs are also available.

Design Drafting offers students a choice of three area majors in Design Drafting Technology (Mechanical, Electronic, or Electro/Mechanical) leading to either an associate of science degree or a technician certificate. Currently, the Mission College Design Drafting department offers the most extensive and diverse list of drafting courses among the community college drafting programs in the greater Bay Area. It has course articulation agreements with all participating Tech Prep high schools in Santa Clara Valley allowing students to receive credit for prerequisite courses in the college degree and certificate programs based on grades and individual performance in high school classes.

Mission's drafting program is the only community college program in Santa Clara Valley offering a full series of courses in electronic circuit design. The department also offers classes in mechanical design and documentation using solid modeling CAD software, as well as classes in electronic circuit design and documentation. Students may select from eighteen courses including 3-D CAD Illustration, Solid Modeling, Surface Mount & Integrated Circuit Design Technology, Materials and Processes, Geometric Dimensioning and Tolerancing and Computer-Aided-Design & Drafting (CADD).

Computer Information Technology houses a Network Technology and Systems/Database Administration (NTSBA) program that includes classroom and laboratory instruction for students desiring experience in Windows 98/NT/2000 networks, Oracle Database and Cisco Systems Internetworking technologies. Although much of the curriculum is in the process of being developed and approved (except for the Cisco program which had been in place and was transferred to this department when it was formed in 2001), it is planned that students will be able to focus on one or more of the following vocational tracks: Technical Support Specialist, Network Administrator, PC Technician, Network Technician and Microsoft Systems Engineer. Presently, a certificate program in CISCO Networking is available. Additional certificates and an associate of science degree are being developed.

Life Span of Identified Programs and Services

Manufacturing Technology

This department is approximately four years old and was developed in cooperation with and the assistance of local companies. Its curriculum was created based upon identified needs of industry and enrollment is expected to increase in the future since the demand for highly skilled technical people is growing as technology is changing.

Computer Electronics Technology (CET)

The department anticipates continued program growth and expansion as it responds to changing technology demands. Over the years, two major trends have impacted the CET department: changes in technology, and changes in the local business climate. Changes in technology are primarily due to the explosive onslaught of microprocessors and computers. Significant modifications of the department's curriculum has occurred to meet these changing demands and plans continue to create new certificate programs to augment existing ones and widen the career opportunities for Mission's students.

The local business climate has been extremely positive for several years and appears to be changing again as many of the high tech companies surrounding the college have been laying off personnel. Although no direct impact has yet been felt, the department has always responded to new challenges and anticipates doing so again if necessary.

At the present time, the CET department is working closely with the faculty member in CNT, sharing space and assisting in curriculum design.

Computer Networking Technology (CNT)

The faculty in CNT will continue to develop courses and eventually programs as it coordinates with the Computer Electronics, Computer Information Systems, and Computer Information Technology departments. There is currently a great demand to provide qualified professionals for the growing technology industry, especially in the networking field. This demand is not expected to decline in the foreseeable future.

Computer Information Systems (CIS)

The department has identified several goals for the next few years. However, since CIS is dependent upon emerging computer technology and the future is changing so rapidly, it is literally impossible to predict with any accuracy what new programs will need to be created. Being responsive to student and industry needs is of paramount importance to the department so as advances become evident new programs and courses will be developed. Likely new areas to explore will include preparing students for Microsoft Certification programs such as MSCE or MSCI, e-commerce, and other areas as dictated by the demand of technology. Enrollments in this department are large and will likely remain so for many years, especially given the college's location in Silicon Valley.

Computer Applications (CA)

The department will continue to explore new course offerings and to restructure existing courses, including distance learning courses, to better meet student needs. The frequent changes in software and hardware in the computer area makes it difficult to identify specific course offerings or programs that will be needed over the next ten years. However, since the department is always receptive to these changes, to the direction of the college, and to the needs of the community, it is anticipated that the department will maintain itself and grow.

Design Drafting

The advent of using the computer as a design tool has changed the drafter's job skill requirements and created new career opportunities such as a CAD-CAM Technician, Documentation Technician, and Graphic Designer. With CAD analysis software, much of what was done by the engineer can now be done by designers.

The advances in software are dictating the direction of this department and as a result requiring the constant modification of curricula and programs. The department has a series of courses in various stages of development that will enhance the current curricula and enable students to acquire additional problem solving and team building skills in the future. As a responsive entity it is likely that the programs of this department will continue for many years.

Computer Information Technology

The need for high-speed communication systems continues to increase as American businesses compete in a global economy. The certificate and degree programs being developed in the Computer Information Technology department will prepare students to build and support these communications systems. The U.S. Department of Labor states that employment of computing professionals is expected to increase much faster than average in the future. It is, therefore, anticipated that there will be an expanding need for the programs and courses in this department well into the foreseeable future.

Current and Projected Enrollment, Faculty and Staff by Program/Discipline/Department or Service Area

Manufacturing Technology

Enrollment over the past two semesters averaged 505 WSCH (prior to fall, 1999 enrollments for this program were incorporated into another existing department so separate figures were unavailable). Enrollment is projected to increase to 585 WSCH by fall 2005, an increase of sixteen percent over the fall 2000 and five-semester average enrollment of 505 WSCH.

Currently, the department has one full-time faculty member who will be transferring to West Valley College in fall of 2001 and several Associate faculty. It has a total FTEF of 4.567 per year. It is anticipated that the department will be requesting a full-time faculty member for 2002 to replace the faculty member leaving the college.

Computer Electronics Technology

Enrollment over the past five semesters averaged 5,538 WSCH. Although, as discussed previously, this area has experienced fluctuating enrollments, given the location of the college and the flexibility of the department, the area should begin growing again. It is projected that enrollment will be 4,892 by fall 2005, an increase of seventeen percent over its fall 2000 figure of 4,196 WSCH, but a decrease of twelve percent from its five-semester average.

Currently, there are four full-time faculty in the department, one of whom carries most of his load in CNT, although still assigned to CET. There are about nine associate faculty in CET/CNT and the total FTEF for the two areas is 20.707.

Presently, the department's greatest need is to increase the existing Technical Specialist from a twelve-month, eighty-percent assignment to a twelve-month, full-time assignment by fall 2002. No new full-time faculty is being requested at this time.

Computer Networking Technology

Organizationally, CNT remains part of the CET department. Starting in fall of 1999, the two areas began tracking their enrollments separately. Thus, enrollment figures are only available for CNT over the past two semesters. Enrollment averaged 524WSCH. It is projected that by fall 2005, the enrollment will be 857 WSCH, an increase of twenty-five percent over the fall 2000 enrollment figure of 685, and a sixty-four percent increase over its two semester average. These growth estimates will need to be reexamined next year, since four of the areas' seven courses were moved to another department after this plan was initiated, clearly impacting enrollments.

Currently, all full-time and associate faculty are maintained in the CET department, since the CNT area has not brought forward a proposal to the Division Chair Council and the Academic Senate for approval as a separate department or program. CNT faculty anticipate that the area will grow in the future. If that becomes a reality and new curricula, programs, and certificates are brought through the curriculum review process, then CNT will likely need additional faculty in the next three to five years. No requests for additional faculty are being made at this time, however.

Computer Information Systems

The department has grown significantly in the past five years, nearly doubling its total WSCH. Enrollment over the past five semesters averaged 7,209 WSCH and is projected to be 7,133 WSCH by fall 2005, an increase of nineteen percent over the fall 2000 enrollment of 7,133 WSCH, and an increase of eighteen percent over the five semester average.

Currently, there are 2.5 full-time faculty (including one that divides load between CIS, CET and CIT) and seven associate faculty members for a total FTEF of 16.760 per year. The department anticipates that it will need additional faculty in the future depending on growth. However, no new full-time faculty is being requested at this time. Similarly, additional technical support to maintain the computer labs as well as lab assistants to assist students working in the open lab environment will be needed in the future, but no requests are being made currently.

Computer Applications

The department's increased enrollments parallel its expanded curricula and breadth of courses offered. However, over the past five semesters, enrollments have gradually declined and averaged 3,157 WSCH. It is projected to be 2,830 WSCH by fall 2005 which represents a decrease of four percent below its fall 2000 enrollment of 2,938 WSCH, and a decrease of eleven percent from the disciplines' five-semester average.

Currently, there are three full-time instructors and sixteen associate faculty. In addition, there are several work-study and student hourly assistants working in the CA labs. Total FTEF is 12.962 per year. The department anticipates hiring an additional full-time faculty member in the next three to five years, but, due to the rapidly changing shifts in software, it is more in need immediately of associate faculty.

Design Drafting

Since obtaining grant funding and industry donations in the mid-1990s to grow its CAD facilities and create two networked computer labs, enrollment has increased significantly. Over the past five semesters, enrollment has averaged 2,069 WSCH. It is projected to be 1,873 by fall 2005, a seven percent increase over its fall 2000 enrollment of 1,751 WSCH, but a decrease of nine percent from its five-semester average.

Presently, the department is significantly impacted and it is a common occurrence in the first couple of weeks of each semester to find labs overcrowded and long lines of students wanting to add. Another computer lab is badly needed; however, no space will become available until 2002 upon completion of Phase II of the Physical Education construction project.

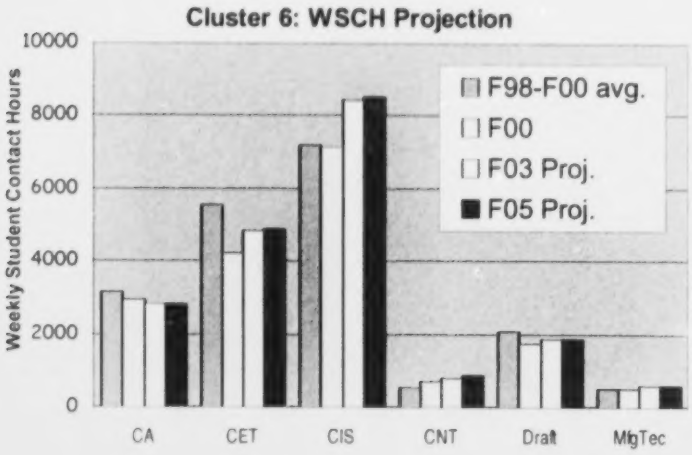
The department currently has three full-time faculty (the third one was hired as of fall 2000) and eight associate faculty with a total FTEF of 6.476 per year. No new faculty is being requested at this time, but the department will monitor its growth and ask for faculty in the future as necessary. Lab aides and technical support may need to be increased, especially if and when new labs are created.

Computer Information Technology

This is a new department, receiving college Academic Senate and District Board approval in spring of 2001. No enrollment data is available at this time.

There is one full-time faculty member who has half of his load in this department and also acts as department chair. The courses, as they are being created, approved and offered, are being taught by associate faculty. Undoubtedly, as the department completes its development of courses, certificates and degree, there will be a need for hiring additional full-time faculty. However, since the program is so new none is being requested at this time.

BEST COPY AVAILABLE



Learning Environment Needed to Meet These Goals

The main emphasis for this cluster of high tech programs will be to provide sufficient computer lab (hands-on as well as multi-media) and test equipment space (in addition to traditional classroom space) so that these programs can continue to grow as the college builds out. Some of these programs could benefit by having access to a large lecture hall with line of sight (raked floor) to the front that would enable the programs to combine students from multiple smaller lab sections for lecture purposes. Rooms that provide workspace for students to take apart/repair computers and network a series of computers are required.

Additional multimedia classrooms and increased numbers of computer labs (for an average of 30 students each) are needed. Access to ten to twenty computers within the instructional and tutorial space would be desirable for more one on one or small group assistance. Presently, the few computer labs Mission has available for classes are seriously impacted due to high demand for sections in the evenings and weekends. Better collaboration between programs with regard to scheduling and types of courses offered might enable the college to utilize its resources more efficiently and avoid duplication of unnecessary equipment.

In order to maintain appropriate learning environments for students, there is a need for on-going professional development activities for all faculty in the rapidly changing fields within this cluster. In addition, as the college begins to look at learning community models, there is a need for increased opportunities for interdisciplinary projects.

Facilities or Spaces Required to Provide the Necessary Environment

As in most disciplines, the overall adequacy of the facilities depends on the number of sections offered (and on the student enrollments that have been overwhelming for the past two years). Most classes in the high tech field have very long waiting lists of students wishing to enroll. Given the importance of computers and technology in Silicon Valley, the present high-interest and future anticipated growth, the college needs to seriously consider a new facility that would enable all of these similar programs to co-exist. Several additional computer labs, as well as offices, meeting areas, storage and support staff spaces adjacent to each other would improve access for students and promote interdisciplinary communication. Other programs and departments that make consistent use of computer labs may also want to be housed in such a building. Until new facilities can be created, remodeling and rewiring of the existing labs is urgently

needed. Student work areas are cramped and inaccessible to those with special needs. Some instructor workstations are ergonomically unsound and the heating and ventilation systems are not effective in many areas. Since any new building will be separated from the main structure, isolation of faculty and staff from the rest of the college community may become problematic and will need to be addressed in the future.

Support Services Required for These Spaces

The majority of the departments in this cluster offer classes and open labs for students seven days a week at a wide variety of times. Adequate technical support staff is therefore crucial to ensure that equipment is kept functioning, that students can check out equipment, and that labs are set up properly for instructors. Maintaining technical support for the computer labs utilized by these disciplines is an on-going challenge, but recently it has become obvious that there is also a need to ensure that assistance can be obtained quickly if it is needed during class or lab hours. This need must be addressed in the very near future.

As new buildings are constructed there also will be increased needs for custodial, maintenance, and secretarial support personnel to provide upkeep for the building and its environment and to assist faculty in fulfilling their responsibilities.

Technology and Equipment Required for these Programs and Services

Due to the generous donations of local companies such as Sun Microsystem, Intel and others, several of the departments in this cluster have acquired state-of-the-art computer labs. Likewise, grants have also provided much needed funding for faculty training, curriculum development, and equipment.

Based on past experience, the average shelf life of most computers is at best four to five years and although test equipment may be useful for a longer period of time, there will obviously always be a need to procure new, state-of-the-art equipment and to update equipment/ software regularly. The objective is to have the capacity to bring any resource available electronically into the classroom. Therefore, to be truly functional all laboratories should be fully multi-purpose and have a full complement of furniture, computers, and related equipment.

Classrooms should have large screen projection capability connected via a high capacity link to the campus network. This would permit the projection of any electronic medium that is accessible through the college computer network, including the World Wide Web. Such systems would permit real-time, full resolution, full-color and sound projection of videos and live television programs enabling instructors to deepen students' understanding of technology-related concepts. Maintenance of the most current software in these areas will directly impact the college and department's ability to attract students needing training. Therefore, the areas should create a plan, including a timetable, to identify the fiscal resources that will be needed over the next few years to acquire the necessary upgrades in software and hardware.

Cluster 7: Communication Studies, English, Reading and English as a Second Language

Statement of Purpose

These departments provide courses that enable students to learn skills that are universal to every other discipline and increase their ability to successfully complete their educational and career goals.

Educational Goals

Communication Studies

- To assist students in acquiring the oral skills necessary to communicate effectively and create a well-rounded citizen and employee.

English

- To provide developmental and transfer level composition courses, literature, and technical writing courses that enable students to increase their English proficiency in all endeavors.

Reading

- To improve the reading skills of Mission College's diverse student population.
- To work collaboratively with all segments of Mission College to develop and tailor courses to specific populations.

English as a Second Language

- To improve non-native speaking students' language ability in English so that they have the proficiency needed for success in completing general education requirements for an associate degree, a certificate, or are better prepared to compete in the workplace.

Currently Offered Programs and Services

Communication Studies courses are typically used for transfer or as an elective option in associate degree programs. Although Mission College does not currently require a communication course for students to obtain a degree, leaders in business repeatedly place communication effectiveness high on a list of characteristics needed by employees. Courses in oral communication typically assist students in acquiring team-building skills, interpersonal skills and presentational abilities.

Courses such as Public Speaking, Small Group Communication and Interpersonal Communication enable students to gain practical communication skills useful in personal and working

environments. Persuasive Speaking, Career Communication, and Argumentation and Debate assist students in improving their organization, speaking and listening skills. A Speech Lab offers students oral and written assistance to improve classroom performance. On-going speech competitions provide practical experience for students.

Students who complete ten or more units in communication courses earn a certificate that is accompanied by a letter to prospective employers and universities outlining the student's acquired skills.

English courses offered at Mission College are predominately composition courses to meet the needs of the large number of second language students entering English classes. Many sections are offered each semester that concentrate heavily on developing writing and composition skills (i.e., English Composition, Clear Thinking in Writing). Presently, only a few sections of literature courses (i.e., Survey of English Literature, World Literature, American Literature, The Bible as Literature, African American Literature), and technical writing courses (i.e., Technical Writing: Reports, Writing in the Workplace/Abstracts/Reports/Documents, Creating and Managing Technical Publications) are offered.

The English Center offers lab courses designed to assist students with skill building in writing as well as to provide computer and Internet access. A Technical Communication certificate is offered for those who want to enter or already work in the field of technical writing/editing as well as technical professionals in engineering and science and their support personnel.

Reading provides instruction to students who need to improve their reading skills. Courses include Speed and Critical Reading, Vocabulary Development, Reading and Analyzing Technical materials, Reading Fundamental, Career Spelling, and Basic Vocabulary Improvement.

The Reading Lab offers students the opportunity for open entry, open exit, independent study learning as well as one-on-one help or technology mediated instruction. New courses are being developed for training elementary school teachers to teach reading and a new Reader's Theater is in the planning stages.

English as a Second Language offers five levels of courses in listening and speaking, grammar and writing, reading comprehension and vocabulary, and pronunciation and accent reduction. In addition, the ESL Center provides opportunities for students at all levels, working individually or in small groups, to work on their English skills using computers, video tapes, audio tapes or print materials. The department faculty teach using a variety of instructional modes including distance learning and accelerated courses.

Life Span of Identified Programs and Services

Communication Studies

Creating new courses, incorporating the use of technology into its curriculum, and experimenting with innovative scheduling options have all contributed to the success of this discipline. The department offers a strong program that will continue to meet student needs and expand as the college's population increases.

In the future, the department plans to increase its outreach efforts to address more community needs through weekend workshops on such topics as presentation or interpersonal skills. Adding more sections of accelerated and short courses, more regular weekend sections, and further increases in the use of technology across departmental offerings will ensure future growth of this discipline.

English

The department anticipates continuing to focus mainly on the teaching of developmental and transfer-level composition courses. To better serve community needs, the faculty is currently developing and increasing the number of online courses it makes available to students. Program growth and expansion is expected as the department responds to an increasing need for reading and writing across the curriculum. Offering English in an interdisciplinary format with other areas (i.e., counseling) or in conjunction with other subject areas (i.e., History and Psychology) are planned for next semester. The department also wishes to coordinate the reading and writing courses at the developmental level.

Reading

The college has a reading proficiency graduation requirement that mandates that all students who receive an associate degree must be reading at least at the 12th grade level. This may be accomplished by taking a progression of reading courses as needed, or by achieving the necessary reading level on the Academic Skills Assessment given through Matriculation. As a result of this requirement, and the desire of the department to identify and meet new student and community needs, the program is expected to continue to grow in the future.

Already utilizing creative approaches to teaching and learning, the Reading department faculty are reaching out to the community to address literacy issues in several ways: (1) by increasing reading instruction offered in area businesses and community centers via Contract Education and various partnerships, (2) by offering courses in many instructional modes, and (3) by assisting in recruiting and training future kindergarten to third grade reading teachers in response to the State Chancellor's requests.

Assessment scores of students who took the Academic Skills Assessment for Reading in fall 1999 indicate that 77% of those students entering Mission College have developmental reading needs. This data supports the continued need for remedial and developmental reading skills for matriculating students. In addition, a future direction for this department is to develop a Reader's Theater at Mission College to enhance students' love of reading and performance. The troupe would perform at the college and in the community at elementary schools, high schools, and community centers. This could be a collaborative project with Reading, English, Communication, and the Library.

English as a Second Language

Given the diverse student population at Mission College and the continuing demand for ESL courses at all levels (increasingly at the basic skills levels), this department anticipates significant growth in the future. Recently, the faculty from all areas in this cluster has been working to revise curricula and develop paths for ESL students to transition to English. Once in place, these

changes will assist students in successfully reaching their educational and training goals.

Current and Projected Enrollment, Faculty and Staff by Program/Discipline/Department or Service Area

Communications Studies

Enrollments fluctuate in the department, but over the past five semesters enrollment has averaged 1,353WSCH. Extrapolated, it is projected that by 2005, enrollment would be 1,305 WSCH, an increase of 12% over its fall 2000 enrollment of 1,163 WSCH, but a decrease of 4% from its five-semester average.

Currently, the discipline has two full-time faculty and six associate faculty with a total FTEF of 6.458 per year. Staffing levels are adequate for the present number of students. However, if the process of assessing learning outcomes college-wide results in the addition of an oral communication requirement for graduation, or if demands grow significantly for other reasons, the department will require additional full-time faculty.

English

English has had relatively steady enrollments for the past five years. Over the past five semesters enrollment averaged 4,944 WSCH. It is projected to increase to 4,980 WSCH by fall 2005, an increase of 3% over the fall 2000 enrollment of 4,832 WSCH, and a 1% increase over the five-semester average.

Currently, the department has ten full-time faculty and twelve regular associate faculty with a total FTEF of 27.0 per year. Due to the recent retirements of three full-time English faculty, the department is hiring two new full-time faculty for fall 2001. The department has identified that expertise with distance learning and technical writing/ journalism will probably be needed in the next few years as the college attracts more full-time day students.

Reading

Enrollment has been gradually increasing over the past five years. The past five semester's enrollment averaged 1,410 WSCH. It is projected to increase to 1,832 by fall 2005, an increase of 13% over the fall enrollment of 1,622 WSCH, and an increase of 30% over its five-semester average.

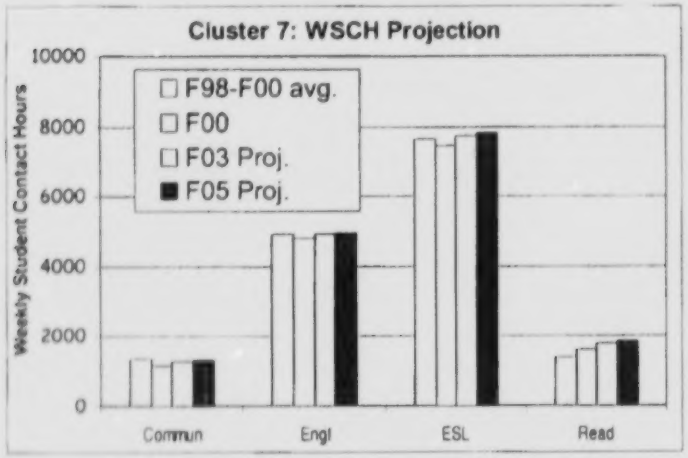
Currently, the department has two full-time faculty and several associate faculty with a total FTEF of 5.989 per year. A new full-time faculty member has been hired for fall, 2001. In addition to their usual teaching responsibilities, this faculty will work with others to grow the Reading Lab program. Although no new full-time faculty is being requested now, it is anticipated that one of the current full-time faculty members will be retiring within the next five years, creating a vacancy that will need to be filled then.

English as a Second Language

ESL is a big department at Mission College due to the large student population of non-native speakers. Enrollment over the past five semesters has declined by 2000 WSCH, going from slightly over 8700 WSCH in fall 1998 to 6600 WSCH in spring

2000, and then increasing again by 1000 WSCH in fall 2000. It has averaged 7,659 WSCH over the past five semesters. It is projected to increase to 7,810 by fall 2005, an increase of 5% over fall enrollment figures of 7,455 WSCH, and an increase of 2% over the five-semester average.

Currently, the department has eight full-time faculty and 30-35 associate faculty with a total FTEF of 34.863 per year. One of the full-time positions is presently an interim position that will be filled with a new permanent hire in fall 2001. Given the exceptionally large number of associate faculty needed to teach the quantity of sections offered, the ESL department anticipates requesting at least two additional full-time faculty in the next two years. Increasing the total full-time faculty in the department to eleven would meet the 1725 standard (75:25 FT:PT) and be more equivalent to the other large departments on campus.



Learning Environment Needed to Meet These Goals

The learning environment needed to support the programs in this cluster has changed dramatically in recent years. Current instructional methodologies include lecture, demonstration using overhead projection units, discussion (including small group discussion), speech tournaments, peer review of assignments and the use of films, videos and computers. In addition, the Communication Department and Reading Department utilize (or will utilize in the future) student performances as a part of instruction.

The Learning and Tutorial Center (LATC) that currently houses the various labs for these programs is heavily used to support the academic programs and to provide individual and group tutoring. Consequently, although traditional lecture rooms are necessary, lab space, computer rooms and multi-media rooms are all needed to provide appropriate learning environments for these programs and as mentioned elsewhere in this document, lecture space (actually space in general) is very limited and multimedia rooms are heavily utilized by numerous disciplines restricting their availability.

Facilities and Spaces Required to Provide the Necessary Environment

The present spaces used by these departments have substantial demands since they are regularly used by almost every discipline in the college. Difficulties such as inadequate sound insulation in many rooms may create problems for lecture classes (especially if they are showing videos or films in adjacent rooms). Those

issues are multiplied when others in the adjacent room are listening to the presentations, speeches or debates of students.

The ESL Center, part of the LATC, needs to be relocated and significantly enlarged. The current space for the LATC, which includes the ESL Center, the Reading Lab, the English and Communications areas, is about 4,300 square feet. The ESL Center alone occupies 1000 square feet of the total space, but needs to be at least 3,000 square feet in order to adequately support lab instruction and tutoring for students in its 75 sections. Desirable space is on the first floor of the main building, but it will not be available for several years.

When a new Performing and Cultural Arts building is funded and constructed, these programs will be able to make use of those spaces. Until such time that new facilities can be created, remodeling of the existing classrooms is urgently needed. Student work areas are cramped and inaccessible to those with special needs. Some instructor workstations are ergonomically unsound and the heating and ventilation systems are not effective in many areas. Poor soundproofing of instructional spaces is a major issue to all of the programs in this cluster.

Support Services Required by These Spaces

All the programs in this cluster will require support services for the computer labs as well as clerical support for the faculty. In addition, assistance needs to be available for faculty wishing to teach on-line courses. The college anticipates that a new Instructional Designer (full-time Lab Faculty Specialist) hired effective fall 2001 will assist in addressing these concerns.

A large proportion of Mission College students is a non-native speaker of English. This presents significant challenges for all departments in this cluster and emphasizes the need for increasing services such as tutoring, peer mentoring, and other types of assistance provided by a variety of support programs at the college. Planning needs to begin immediately for how best to expand these services in the future, since the construction of new buildings on campus will separate departments into different facilities and will widen difficulties with communication between disciplines.

The Reading department sees four main needs for future support services: (1) a half-time faculty position specifically hired to support and grow the Reading Lab, (2) additional support for Dyslexic students who would benefit from clinical diagnosis and special remediation strategies, (3) increased efforts by counseling to advise students to improve their reading skills early in their careers, and (4) additional technical support to keep the equipment running smoothly both in the classrooms and in the Reading Lab.

Technology and Equipment Required for these Programs and Services

Video recording capability is limited in all classrooms reducing the possibility of rapid feedback for students that is beneficial to faculty and students in these disciplines. Consequently, video recording, sound amplification systems, etc. will be desirable in any future spaces intended for use by Communications and other disciplines in this cluster.

Additional multimedia classrooms and increased numbers of computer labs (for an average of 30 students each) are needed. Access to ten to twenty computers within the instructional and tutorial space would be desirable for more one-on-one or small group assistance. Classrooms should have large screen projection capability connected via a high capacity link to the campus network. This would permit the projection of any electronic medium that is accessible through the college computer network, including the World Wide Web. Such systems would permit real-time, full resolution, full-color and sound projection of videos and live television programs enabling instructors to deepen students' understanding of academic concepts.

Computer networked connections between performance or presentation spaces and lecture/lab spaces may be desirable. There are many similarities in the use of presentations (by students in Reading, Foreign Language, Communication Studies) and performances (in Music, Humanities, Theatre, Dance). Thus, coordination and communication between these departments and those in the Humanities and Art areas will be crucial to the planning for the new Performing and Cultural Arts building that should be approved for plans and working drawings in the near future.

Until recently, ESL has used the Foreign Language Lab for its students to listen to tapes, practice accent reduction, and develop better oral skills. Unfortunately, the equipment in that lab is now very outdated and cannot be repaired. Replacing the equipment will require about $150,000. The departments using it are actively seeking funds to purchase the necessary units and to remodel the lab.

Cluster 8: Music, Foreign Language, Humanities, Art, Graphics and Multimedia Design, and Graphic Arts

Statement of Purpose

Departments in this cluster offer a wide range of programs that are designed to meet the different experience levels of students and assist them in exploring the creative processes inherent in learning and working in today's world. The majority of courses in these areas are used for general education credit and many provide entry-level skills for a variety of career paths.

Educational Goals

Music

- To provide a traditional music foundation augmented by computer-assisted tutorial, composition and performance classes.
- To offer courses that fulfill general education requirements and also provide students with exemplary preparation for vocational programs.

Foreign Language

- To enable students to comprehend written and spoken language, speak with reasonable accuracy and pronunciation and express themselves in writing as appropriate for the level studied.
- To expand students' global awareness and increase their understanding of different cultures and customs around the world.

Humanities

- To introduce students to the integration of history, art, music, literature, theater, film, philosophy and religion using an interdisciplinary approach.

Art

- To offer a supportive learning environment that balances fundamentals of craftsmanship with creative freedom.
- To provide a comprehensive curriculum in the arts that assists students in thinking critically, creatively, and independently while learning to understand and appreciate the diversity of world art.

Graphics and Multimedia Design

- To provide training for entry-level design positions (such as entry-level animators, graphic designers, content developers and game designers) in corporate design and marketing communication departments, or in advertising agencies and design offices that specialize in corporate identity work and packaging or trade show exhibit design.

- To assist students in developing an understanding of the principles of visual communication and effective and appropriate creative problem solving skills to both printed and interactive design works using up-to-date technology and software products.

- To prepare students to enter the web graphic design field as entry-level webpage designers, graphic designers, content developers, and information architects.

Graphic Arts

- To offer students training for career opportunities in the high-energy graphic arts industry where, given a desire to do quality work, they can work in fields that are driven by creative challenges and fascinating technology.

Currently Offered Programs and Services

Music offers courses that focus on piano, guitar or vocal performance and electronic music. Students are assisted in acquiring basic proficiency in reading, writing and applying music notation; identifying elements of many types and styles of music; and applying their musical skills with knowledge of MIDI devices. Courses include Music Appreciation, Song Writing, Voice, Mixed Chorus, Symphony Orchestra, Jazz Ensemble, Digital Music Systems, as well as a variety of additional courses in piano, guitar, and voice.

The Music department functions almost wholly around a liberal arts curriculum and does not presently offer an associate degree, a standard element of the majority of community college music departments. A needs assessment completed recently clarified and validated that two types of programs are best suited for the department: a certificate in Commercial Music, which is now in place, and a degree program in traditional music study leading to a four-year degree at a transfer institution. The additional courses needed in order to offer the associate degree are being developed.

The addition of the commercial music certificate in Digital Music a year ago has begun attracting students to the college. The department, along with the Graphic and Multimedia Design Department, has recently been certified as the South Bay Regional Center for the California Multimedia Entertainment Initiative to prepare students for Silicon Valley's booming multimedia industry.

Foreign Language offers courses in Chinese, French, Italian, Japanese, Portuguese, Spanish and Vietnamese. The department is committed to innovative, high quality, and student-centered environments that use a variety of methodologies to get students to experience the language while maintaining high, but

on practical application of the language for effective communication.

The majority of students enroll in foreign language courses for general education purposes or for personal enrichment. Along with the traditional beginning, intermediate and advanced levels for most languages mentioned, courses that broaden a student's experience with a language and culture are offered (i.e., Introduction to the Culture of France; Basic Conversational Spanish, Vietnamese, Chinese, French, Italian, or Japanese; and Culture). A course entitled "French Cultural Experience" is a two-part course. In part one, students learn the fundamentals of French pronunciation and are provided with an introduction to the French language, geography and culture. In part two, students participate in a study tour of France that includes lectures on French history and art and provides students the opportunity for French language practice.

Given Mission College's high proportion of Vietnamese students, new curriculum is needed to offer additional levels of study in the Vietnamese language to parallel those available in French, Spanish and Japanese.

Humanities offers courses that help students explore the purpose and complexity of human existence and how different cultures have tried to make sense of the human experience. Although each of the individual fields included in humanities courses (history, literature, languages, philosophy, religion, ethnic studies, music, film and art) usually has its own department within the academic community, Humanities departments typically integrate these areas into interdisciplinary courses.

At Mission College, the Humanities department curriculum covers Hispanic, African-American, and Asian cultures as well as Western cultural traditions and values. Courses include Human Values In and From the Arts, Film and the International Community, Introduction to Film Analysis, Hispanic Roots and Culture, African-American Culture and Humanities, and Asian Roots and Culture. Most humanities courses include a field trip component and students visit museums, concerts or theater performances.

Art offers a comprehensive curriculum of courses including art appreciation, art history, two and three dimensional design, drawing, painting, printmaking, sculpture, jewelry, ceramics and computer-aided art and animation. In addition, students can actively participate via an internship program in the operation of a local museum or gallery under the direction of museum/gallery staff members.

Aside from taking an art course for general education, students have the opportunity to major in a program of Creative Arts, leading to an associate of arts degree. It includes study in one or more interdepartmental disciplines: Fine Arts, Music, Creative Writing, Dance, and Film/Dramatic Arts. The department offers three certificates of completion in Art, Two-Dimensional Arts, and Three-Dimensional Arts.

Graphics and Multimedia Design offers courses that combine traditional art and computer generated design techniques with a strong emphasis on creative, visual problem solving skills. The program includes portfolio and professional career preparation

courses that deal with specific business issues relevant for designers, illustrators and fine artists.

Multimedia courses enable students to learn software applications that bring together multiple types of media--text, illustrations, photos, sounds, and voice--in an interactive manner. It is highly visual and designers are needed to organize the information effectively, to guide the reader through the information, and to create a distinct overall business image.

The department also offers courses in web page design and animation. An associate of science degree in Graphic Design and four certificates (in Graphic Design, Web Graphic Design, Multimedia, and Marketing Communication) are available.

Graphic Arts offers the only program in the South Bay Area that includes all aspects of the industry from an introduction to the field to the completion of a printed project. Called the Printing Technology department when Mission College opened its doors twenty-five years ago, this department offered one of the original occupational programs.

With the introduction of the computer in the mid-1980s, the department revised its curriculum, changed its name to Graphic Arts to reflect the modern industry, and now offers classes in the latest software programs used to design and produce one color to full color work. Also included is a pre-press component using the latest version of industry-accepted software. A certificate and an associate of science degree in Graphic Arts are offered.

Life Span of Identified Programs and Services

Music

The Music Department is in an ideal position for growth and development and has many of the tools in place to attract student and community interest. The department had been languishing for several years until a new full-time instructor provided new direction and developed a Digital Music Certificate. Future advances in computer-assisted music teaching software will increase the usage of computers by this department. Some courses may also be good candidates to be offered via television or online to meet student needs. Consequently, although new instructional methods will be incorporated, traditional lecture, small group, and individual instruction will still remain vital to music instruction as will rehearsal and performance type classes.

The department has four major goals that will ensure its continued growth well into the future: (1) to become recognized for its instruction in commercial music and music technology, (2) to become a "performance oriented" department that supports a variety of public performances and prepares students in the fast growing fields of electronic music and audio, providing students with internships and placement with local companies, (3) to develop a degree program during the next five years enabling students to prepare for transfer to a university, and (4) to add performing ensembles over the course of the next five years.

Foreign Language

The department's offerings and enrollments have been relatively constant for several years. In the interest of expanding enrollments, a number of different innovative and out-reach type programs are being explored. The department plans to continue integrating a target language with other culturally relevant themes, such as cuisine, cinema, literature, art, and business.

The variety of languages needs to be re-evaluated periodically to add to the global, multicultural direction of Mission College. A study abroad program is being critically examined and would enable students to participate in on-site instruction in language, culture, and literature of a different culture. In addition to offering traditional courses the department plans to continue to respond to community needs by developing more courses along the lines of the successful Japanese for Business and Spanish for Public Safety Personnel classes already in place.

Humanities

Reading, writing, and critical thinking skills will always be in demand in the job market and humanities courses emphasize these skills. The department is currently developing a new course in 20th Century Humanities to complete the series of Humanities In and From the Arts. As a compliment to the department's other ethnic studies classes, and as a reflection of the fact that Islam is the fastest growing religion in the United States, the department will be developing a course in Islamic Studies. In an effort to serve Mission's students better, the department would like to begin offering weekend classes as well.

Art

The fine arts program should continue to expand and the existing visual arts program should maintain if not also grow in the future. In order to better articulate with local four-year institutions, an "Expressive Drawing" course should be created. In addition, the department plans to develop an "Asian Art History" course that includes Chinese, Japanese, and Indian Art; a course in "Women in Art History"; a class on "Story Board Development," and, in the computer area, a "Digital Video" class. To further the incorporation of technology into the department's curricula offering a telecourse on "Art of the Western World" is being developed in line with the distance learning goals of the college.

Graphics and Multimedia Design

This department has grown significantly in recent years when it modernized its curriculum and responded to industry needs. The updated curriculum and the two new certificate programs have been so successful that students from this program have been winning awards at the state, national and international levels.

The department's advisory board now includes additional, new, highly successful, marketing, design and multimedia professionals from a variety of Silicon Valley corporations. Pursuant to the board's advice, the program plans include continued industry responsive curriculum development, such as curricula in information architecture, video for multimedia, intermediate level multimedia authoring, and design for e-commerce. Due to the demands for even faster training venues, the department is developing a number of short courses. Long

range plans include the introduction of virtual reality technology as part of the curriculum.

Graphic Arts

Due to technological changes that occur in the industry, Graphic Arts is training students for a fast growing job market. Given the fact that software and hardware have less than a two-year cycle of usefulness before becoming outdated, it is nearly impossible to predict the direction of the industry over the next ten years. It seems clear, however, that there will be a greater need for students to develop skills in both web and print publishing. To stay current there are a number of new courses being developed such as Cross-platform Management of Computer Files, Creating Files for Web and Print Production, Delivery and Exchange of Publishing Documents Across the World-Wide Web, and Setting Up and Maintaining a Graphics Publishing Lab. Creation of new courses needs to be accomplished so that students can learn the latest, most current, techniques and software, but not so fast that the local industries cannot absorb graduates into the market.

Current and Projected Enrollment, Faculty and Staff by Program/Discipline/Department or Service Area

Music

With the hiring of a second full-time instructor in the late 1990s, enrollments in the Music department have been gradually increasing. Calculated over the past five semesters, the average enrollment in the department is 2,024 WSCH. However, enrollment dipped in fall 2000 enrollment so extrapolation of the fall 1998 through fall 2000 WSCH values projects an enrollment of 1923 WSCH by fall 2005. While this figure represents a twenty-eight percent increase over fall 2000 figures, it is a decrease of five percent from the five-semester average. As the department makes progress on the goals (identified in the prior section) it is expected that enrollments will climb significantly. Of course, to ensure that this becomes a reality, the department's noticeable lack of appropriate music/performance facilities must also be corrected (see following sections).

Currently, the department has two full-time faculty, seven associate faculty and has a total FTEF of 9.929 per year. Although no new full-time faculty are being requested at this time, it is anticipated that as the Music department expands its curriculum and adds a degree program there will be a need for an additional full-time faculty member (probably in about five to seven years). Should a new facility with performing space become available, there would also be a need for classified assistance and a part-time or full-time facilities/operations manager to assist with concert scheduling, promotions, and other tasks.

Foreign Language

Enrollment in foreign language courses is remarkably consistent although it varies greatly depending on the language. Spanish commands the majority of enrollment with Vietnamese, French and Japanese having relatively equal numbers of students and Portuguese, Italian, and Chinese having the smallest enrollments. As a department, calculated over the past five semesters, enrollment has been increasing and averaged 2,593 WSCH. Extrapolation of the fall 1998 through fall 2000 WSCH values

projects an enrollment of 2,840 WSCH by fall, 2005. This figure represents an increase of four percent over fall 2000 enrollment and ten percent over the five-semester average.

The department has had as many as four full-time faculty but due to a French and a Spanish instructor leaving the college, the department currently has one Japanese and one Spanish instructor. In addition, it has thirteen associate faculty and a total FTEF of 12.763 per year. Given the ethnic composition of Mission College's students (currently 45% Asian, 16% Hispanic, 11% Filipino, 4.5% African American, 20% white and the remaining population divided between American Indian/Alaskan, Pacific islander and other non-white) there has been a need for a Vietnamese instructor. Requested last year, the department is in the process of hiring a full-time Vietnamese instructor. The discipline intends to request a second full-time Spanish instructor for 2003.

It is expected that with increased numbers of students using the Foreign Language Lab an additional lab aid will be needed within two years.

Humanities

Enrollment over the past five semesters averaged 379 WSCH. Extrapolation of the fall 1998 through fall 2000 values projects enrollment to be slightly higher in 2005, to increase fifteen percent over its fall 2000 figure of 336 WSCH, but two percent over the five-semester average.

Currently, the department has one full-time faculty member who teaches one or two Humanities courses per semester and obtains the remaining load in the Art Department. The film classes and ethnic studies classes are taught by full-time faculty in other departments or by Associate faculty. Humanities has a total FTEF of 2.2 per year. Future expansion of the curriculum will provide additional load for associate faculty but the department does not anticipate needing to hire more full-time faculty for several years.

Art

Art is a fairly large department with a steady or slightly increasing enrollment. Calculated over the last five semesters, enrollment averaged 2,441 WSCH that extrapolates out to a projected enrollment of 2, 680 WSCH by fall 2005. This represents an increase of six percent over its fall 2000 figure of 2,539 WSCH, and an increase of ten percent over the five-semester average.

The department has had four full-time faculty; however, currently it has three full-time faculty and four associate faculty with a total FTEF of 11.568 per year. No additional full-time faculty is being requested at this time however the department has identified a need for hiring a full-time instructor with expertise in sculpture, mold-making and bronzecasting. It anticipates requesting such a faculty position within the next one to two years.

Graphics and Multimedia Design

Obtaining a five-year 1.2 million dollar ED-Net New Media/Multimedia/Entertainment Initiative Grant has enabled this department to become a new media regional center and has

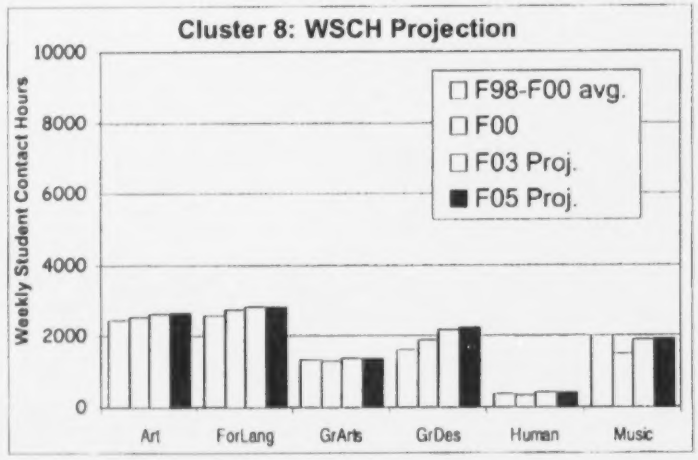
provided resources to complete a computer lab dedicated to multimedia/web design and computer animation, and a computer lab dedicated to digital sound technology. As a result of the new directions identified, enrollment in the department has grown significantly and over the past five semesters averaged 1,620 WSCH. Extrapolation of the fall 1998 through fall 2000 values projects an increase of eighteen percent over its fall 2000 figures and a thirty-nine percent increase over its five-semester average.

Currently, the department has two full-time faculty and three associate faculty with a total FTEF of 5.028 per year. Due to the huge growth in this area and the high demand for courses, the college has approved the hiring of a third full-time faculty for fall 2001. Additional on-going support of teaching assistants in the web and multimedia design classes will be required as new curricula are offered and the number of labs is increased.

Graphic Arts

The department does not see itself growing rapidly since the program has very limited space in which to do so. This gradual incremental growth is reflected in the enrollment seen over the past five semesters that averaged 1,346 WSCH. Extrapolation of the fall 1998 through fall 2000 values projects an increase of eight percent over its fall 2000 figure of 1,272 WSCH, but an increase of about two percent over the five-semester average. Faster expansion of the discipline could only be accomplished by increasing facilities and equipment.

Currently, there are two full-time faculty and four associate faculty with a total FTEF of 6.592 per year. The department also has one full-time classified staff that supports the program. Future staffing will likely remain at two full-time positions with industry professionals being used to fill associate faculty positions.



Learning Environment Needed to Meet These Goals

Music

The teaching and learning environment at Mission College is simply inadequate. Lecture classes are held in the modular buildings; however, these spaces are not ideal for courses such as guitar, voice, and choir since the soundproofing is almost non-existent, the sound quality is poor, and temperatures vary greatly. Currently, courses requiring piano or keyboard usage, which also includes computer technology applications, are held in the Piano

Lab that is barely large enough to hold twenty keyboard stations, a teacher station and room to walk.

Performance space does not exist at the college. At present, the orchestra has no rehearsal or performance space on campus and the college must obtain space at various sites (community centers, meeting or conference areas in businesses). In addition to being inconvenient for faculty and students, the sites have most of the same problems as on campus locations and, therefore, are less than ideal. Performances have been attempted in several places on campus--in the Center Space and lobby of the main building, in the gym, and in the new Campus Center. However, difficulties in scheduling, volume limitations, poor sound quality and seating usually arise. The lack of a performance facility is a natural deterrent to students considering music study.and limits the type of course offerings and musical activities that can be offered (which in turn affects enrollment). To continue to expect students to study music, the institution must acquire state funding and construct a facility that will support a learning environment appropriate for the performing arts.

Foreign Language

At present, foreign language classes are not offered in an environment that is conducive to supporting the learning process. Most courses are taught in general classrooms that are assigned primarily based on the size of enrollment. This often results in classes which are intended to incorporate a variety of student activities, paired and group work, being taught in small, triangular-shaped rooms with insufficient space. These rooms not only make it difficult for students to move about and rearrange their desks for small group work, but are also inconvenient for instructors who use teaching aids, such as cultural displays, slide projectors, and other multimedia equipment. The design of these rooms also does not allow for sufficient blackboard/whiteboard space and are typically far removed from the language lab.

Most classrooms, small or large, are inadequate in their acoustic construction. Sounds from lively conversation exercises, class discussions, as well as audio and/or video presentations, often disturb neighboring classrooms and vice-versa. Also, classroom temperatures are frequently at unbearable levels because centrally located climatic controls produce temperatures either too high or too low, causing further distractions.

As technology is increasingly incorporated into language programs through an increased use of media and computers, the availability of such rooms will become more problematic. In addition, the current foreign language lab can only accommodate a maximum of 32 students. If 10-15 students are using the lab to fulfill their lab requirements and an instructor wishes to bring in an entire class it is impossible to do both concurrently. The equipment in the Foreign Language Lab is aging, parts are wearing out and, since the system is no longer being manufactured, replacement parts are no longer available. Furthermore, the equipment does not have the same capabilities as more modern equipment.

An improved learning environment would be obtained if there were a more logical grouping of foreign language classrooms and if the lecture classrooms were adjacent to the lab. Presently, the Foreign Language Lab is located near the Art Lab and powerful fumes penetrate the lab when students are engaged in airbrush painting.

Humanities

The humanities area is greatly in need of a raked (tiered) lecture hall with double projection and light-dimming capacity for proper presentation of audio-visual materials. Currently, the scheduling demands for the one such hall at Mission is so intense that only highly enrolled sections have the opportunity to use it. Ideally, the Humanities department, along with other disciplines in this and other clusters, need to have the Cultural, Technical and Performing Arts building pushed higher on the college's priority list of new buildings so that students in these areas will have an appropriately constructed and equipped environment in which to learn.

Art

The adequacy of the teaching and learning environment for the Art department is largely dependent on facilities and available equipment. The three-dimensional art area is inadequate and basically consists of a large open area (with a couple of adjacent specialized rooms) that functions as a machine shop for wood and metal with power tools; a plaster casting area; a vented metalworking area with fume hoods; a ceramics lab with potters wheels, glazing facilities, gas and electric kilns. There is improper and insufficient ventilation that creates an extreme health hazard, and low ceilings that inhibit the size or scale of artwork. The individual areas do not have sufficient room to maneuver larger scale works of art and the "dirty" vs. "clean" areas are not separated. The lighting system is inadequate and there is no truly private studio area for using live, nude models. In the ceramics area, the floor space is inadequate to support the number of potters' wheels and students trip over wires and equipment creating safety hazards. The outside work area is quite small, separated from the main instructional area, and uncovered.

The two-dimensional art areas include a drawing classroom, a painting lab, a design printmaking lab and a multimedia computer lab. Low ceilings limit the size of projects, there is no clean and paneled wall space for critiques or displays of finished work, there is poor lighting, and inadequate storage space for student supplies.

In general, the Art department has no centralized area devoted to art. The department is now and always has been scattered throughout the existing building, confusing students and impacting enrollments and the learning process. The department believes that it is past time for the college to dedicate permanent space to this program so it can continue to meet student needs.

Graphics and Multimedia Design

The learning environment necessary for this discipline is similar to other high tech programs at the college that are sensitive and responsive to rapidly changing industry demands. Almost all work in this discipline requires extensive work on computers with a variety of software packages. Even lectures include interactive discussion periods and critical evaluation of student and professional design work. The existing dedicated multimedia lab was remodeled and equipped by grant funds and is meeting the needs of the department. However, it is already very heavily scheduled and can quickly become outdated without constant upgrading. The department offers "cutting-edge" training for students and the college encourages the continual professional development of its faculty and staff to maintain that currency.

Graphic Arts

Although the department does not see itself growing beyond its current 12-14 courses per semester, the mix of courses will obviously change with student needs. Currently, all classes in this discipline are held in a remodeled single classroom that is set up with tablet armchairs and computers on tables rather than workstations adequate for instruction. To provide an appropriate learning environment for this discipline new facilities need to be constructed. Until that is possible, extensive remodeling of the adjacent darkroom area (that is only minimally utilized currently) would benefit the program a great deal and provide students and faculty with a more adequate space for teaching and learning.

Facilities and Spaces Required to Provide the Necessary Environment

The effectiveness of educational delivery methods and working environments are important for the overall functionality of the college. As new student programs and services are developed, around more varied and more appropriate learning experiences, classrooms and labs must be able to support them. The current learning environment does not always effectively facilitate the learning process because many of the existing classrooms are poorly equipped, undersized, and have insufficient soundproofing and climate-control. Even though an additional second multimedia/graphic design lab with thirty computers is necessary to serve the needs of the large number of interested students, the only way such a lab could be created would be to convert one of the college's few decent lecture classrooms into a lab space. This type of remodeling and realignment of space in the main building has been done in the past. However, after 25 years it is becoming progressively more difficult to support continuation of such a policy (even with the obvious need) due to the known impact this type of project has on other departments that also have great needs for lecture space that is not being met.

The main problem for all of the programs in this cluster is that present facilities are inadequate and the departments are in need of a new building. Even the most recently created, high-end computer labs (e.g., those in the Graphics and Multimedia Design department) are in remodeled spaces that were never intended to support such programs. The areas in the main building that presently house most of the classes offered by the disciplines in this cluster were intended to be temporary (e.g., the art studios) when the college opened 25 years ago. The technology explosion in Silicon Valley has vastly affected almost every area throughout the college, including the programs in this cluster and the need for new computer labs and multimedia rooms is growing daily. In the art area, specifically designed spaces/labs for painting, drawing, and printmaking are necessary. The questionable health and safety conditions existing in the present art labs demand immediate correction and can obviously only be resolved by providing more space and better ventilation systems that a new building would provide.

A Cultural, Technical and Performing Arts building has been on all college planning documents for many years and land area is being reserved for it. The entire college expected that the facility would be constructed at least a decade ago, so the project needs to be pushed forward and the college/district needs to aggressively seek state funding for construction. The building could house the existing departments of Music, Art, Dance, and Humanities, none of which presently have appropriate or adequate space. In addition, other disciplines such as Graphic Art, and Graphics and Multimedia Design that work

collaboratively with the same departments should be housed with them. The Communication and Reading departments (and possibly others like Foreign Languages, ESL and English) would also benefit from access to performance space for their Reading Theater and speech courses. The college could assess the need for developing a Drama/Theater department and a facility for guest speakers. Without such a facility the college will fall significantly behind others in these areas, and it will be increasingly unable to meet student and community needs. A facility should truly be in place in five to ten years in order for the college to meet its goal of becoming a "physically" complete and comprehensive institution as it was designed to be when Mission College was created in 1976.

Support Services Required by These Spaces

All the programs in this cluster presently and in the future will continue to require support services for the existing computer labs as well as clerical support for the faculty. Coordination and communication between all the discipline areas previously indicated will be crucial to planning the new Cultural, Technical and Performing Arts building and will assist in identifying necessary support services that may be required in the future. At this time, no additional services are being requested since most will be dependent on the construction of a new facility.

Technology and Equipment Required for These Programs and Services

Music

The music department currently has an adequate amount of equipment; however, it will be necessary to obtain upgrades in the piano/computer lab soon to keep up with the advances in commercial music. A full recording studio is also desirable if the department wishes to offer second level courses in sound recording. New pianos have been requested as part of the budgeting process and a concert grand piano is needed for performing. Video recording, sound amplification systems, and other equipment will be desirable in spaces used by Humanities, Art, and others.

Foreign Language

Although the Foreign Language Lab's present system was considered modern when it was purchased in 1988, by today's standards, it is wholly and miserably outdated. Not only is it very limited in function, it is also limited in the number of students it is able to serve (many language classes have 40+ students enrolled and the language lab has only 32 stations. What is direly needed is a new computerized language system that has both digital audio and video capabilities. An updated lab would enable the department to take advantage of the numerous software programs that are on the market that would greatly enhance student learning.

Since almost all foreign language courses include a geographical component, there is also a need for classroom maps or access to multimedia rooms, so resources on foreign countries could be available via the Internet.

Humanities

The majority of equipment used by the Humanities department is generally available as standard equipment in most classrooms. Instructors use this equipment in interdisciplinary classes to view art slides, listen to music, and watch films.

Art

In the computer art area, the department needs to add more PCs to the existing lab containing equal numbers of PCs and Macs. As the college moves to adopt distance learning techniques into classes some art classes need to incorporate computer projection of digital imagery. A dedicated multi-media classroom is needed along with a computer area containing computer animation equipment and digital video equipment. Presently, there are many equipment needs and little remaining space for the safe and effective operation of that equipment.

Graphics and Multimedia Design

Any new labs created for this area would need high-end, high-speed equipment. There would need to be both Macs and Windows-based machines, networked and connected to the Internet, with video and sound cards. Additional digital cameras, and digital video cameras, for faculty and student use will be necessary.

Graphic Art

Since most software will turn over every twelve to eighteen months, and the department needs to provide the latest versions of software packages to stay competitive in training students, the department needs to quickly update to each new version as it is released.

Cluster 9: Hospitality Management, Retail Floristry, Child Development, Global Studies, and Library Instructional Services

Statement of Purpose

The first three departments in this cluster offer students programs that provide them with skills and knowledge necessary to either start their own business or successfully apply for a variety of career opportunities. The last two areas in this cluster provide broader perspectives and/or instructional services for students to help them meet their personal, career and/or educational goals.

Educational Goals

Hospitality Management

- To prepare students to obtain entry-level employment or upgrade/update their skills in the hospitality industry.
- To prepare students for transfer to a four-year institution for further study in a wide variety of fields related to the hotel/motel/convention or tourism industries.
- To prepare students to expand or begin their own business.

Retail Floristry

- To prepare students to successfully manage their own floral shop.
- To provide students in the fields of catering, hospitality management, and others the opportunity to expand their skills and enhance their employability.
- To prepare students to obtain entry-level employment or upgrade/update their skills in the field of retail Floristry.
- To enhance the student's personal knowledge of plants and flowers to further their educational/training goals.

Child Development

- To prepare students to work with school age and younger children and enjoy a career as a Family Child Provider.
- To provide state subsidized child care for two- to five-year old children of students, conduct developmental assessments of children, and serve as a model site for students studying in the major.

Global Studies

- To increase students' knowledge and understanding of modern global society and events.

- To provide students an interdisciplinary approach for gaining a strong understanding of the global economy in which they live and work.

- To prepare students to work and live in a multicultural society, and make intelligent decisions as global citizens.

Library Instructional Services

- To assist students in acquiring information competency skills in locating and using standard library resources as well as the Internet so they will be more successful in their college classes and chosen career.

Currently Offered Programs and Services

Hospitality Management offers courses that focus on exploring the principles of management and supervision, the regulations of safety and sanitation, and the fundamentals of food preparation techniques. Twenty-two different courses are offered enabling students to study the underlying principles involved in preparing and serving food to the public as well as to acquire or increase their skills using hands-on experiences. Two certificates are offered (one in Food Services and Restaurant Management and one in Fundamental Food Service Skills) and an associate of science degree in Hospitality Management.

The department is a member of several internationally recognized industry organizations and receives scholarships from many of these organizations. It provides on-site training to local unions and local businesses. It is spearheading the formation of a Northern California Chapter of the National Society of Minorities in Hospitality.

In 1999, the department incorporated the new occupational field of Retail Floristry to provide hospitality management students the opportunity to expand their occupational horizons and augment skills beneficial to those in the catering field.

Retail Floristry offers courses that enable students to learn the basic principles and elements of design as applied to plants, flowers, and landscaping. Students also acquire a working knowledge of plant/floral selections, acquire or upgrade their skills in maintaining plants/flowers, and learn how to create arrangements for personal and commercial applications. The program teaches students the fundamental principles involved in establishing and successfully managing an independent floral shop. A certificate in Retail Floristry was recently approved by the State Chancellor's Office and is now offered.

Child Development, unlike other academic programs, has two separate but unique functions. The first function, that has been at Mission College for twenty years and used to be administered by the Child Studies department chair at West Valley, is providing subsidized child care for twenty-seven children aged two- to five-years old. This service/function is supported under a state-funded grant. The second function is serving as a laboratory site for students majoring in Child Development and related disciplines. The cost of operating the Child Development Center is in excess of the amount reimbursed by the state (approximately forty percent is not covered) and is funded by the college through a mixture of internal and external sources.

Currently, the department offers eighteen classes that enable students to fulfill requirements for a variety of state permits and also fulfill the lower division requirements of four-year credential programs in teaching and other related fields. Instructors utilize both lecture and laboratory in delivering content.

Five certificates are offered (Family Child Care, Elementary Instructional Aide/School-Age Child Care, Child Development Permit - Associate Teacher or Teacher/Master Teacher or Site Supervisor). An associate of science degree in Early Child Education is also available.

Global Studies courses are offered in an interdisciplinary format and the two originally developed courses of Global Perspectives and Global Issues have become part of a core curriculum to which courses from the Humanities, the Social Sciences, and the Natural Sciences have been added.

The Global Studies program was housed within a division for several years, but was relatively inactive. Lacking adequate interest and support, enrollments in the program declined until 1998 when a federal grant was obtained and two additional core courses were developed (Introduction to Peace Studies, and The Developing World). Since then, as economic and political environments have changed, student interest has increased. Presently, the program enrolls about sixty students and has an active advisory board that includes members from four-year institutions and the community.

Articulation with local colleges and universities has begun in order to ensure transferability of curriculum and to define the options available to program graduates. Discussions have been initiated throughout the college to determine the future direction for the program. A certificate and associate of arts degree are offered.

Library Instructional services presently offers three courses: Using the Internet for Research and two levels of Basic Library Research Skills. In addition, when requested, the Library offers Orientation sessions for specified classes on how to use Library resources. Some of the orientation sessions are offered in the instructor's classroom; others are given in the Library. No certificates or degrees are offered.

Life Span of Identified Programs and Services

Hospitality Management

The hospitality industry is fast becoming the world's largest industry in terms of annual sales figures as well as number of employees. In adapting to meet the changing and increasing demand for dedicated and skilled employees the program has remodeled its curriculum and has worked closely with its outstanding advisory board, and the hospitality industry surrounding the college.

The department has integrated technology into the classroom and expects to do so in more depth in the future. The student profile has changed (become younger, computer savvy, and more culturally diverse) since the program began and the department is constantly developing ways to identify and reach out to the non-traditional student populations.

Two years ago, the department successfully worked with Community Services and the college to convert the Retail Floristry Program into a credit program and thus provide students studying in hospitality management (or in Retail Floristry) with additional career opportunities. The partnership is beneficial to both areas.

The Hospitality Management Program has made great strides since 1985, when it was relocated from West Valley to Mission College. Its presence in the community is now well recognized and valued, and there remains huge potential for this program in the future. The hospitality industry in Silicon Valley employs thousands of workers every year and will continue to need qualified, trained workers for years to come

Retail Floristry

This program has had to face a number of challenges in its relatively short history with Mission College. First, it had to decide how to convert from a non-credit to a credit program, obtaining college Curriculum Committee as well as State Chancellor's Office approval. Secondly, it has been struggling to maintain and grow its enrollment when its student population base has shifted significantly. (This identical situation occurred in the Hospitality Management program when it moved to Mission College and it has taken that program many years to rebuild its student base.)

Now that the program has received state approval, it has begun the process of gradually changing its curriculum to be more in line with practices elsewhere in the institution. Once those are in place, the program must go through the formal program approval process instituted in March 1999 by the Academic Senate.

It is anticipated that the program will be successful in its desire to become a credible academic program from both a student and college viewpoint. Longevity of the program will depend on its ability to attract students who are interested in entering the field of retail floristry (rather than only taking courses as a hobby), the area's continued collaboration with the Hospitality Management Department, and its ability to link with other academic disciplines (such as Biological Sciences, Business, and Art).

Child Development

As with the previous program, Child Development (not the child care portion) also has to be sanctioned through the formal approval process by the Academic Senate. In addition, the program, certificates, and degree need to be approved by the State Chancellor's Office. Both of these processes are in progress and expected to be completed in fall 2001.

Originating from the West Valley College campus, the instructional program was brought to Mission College in the spring of 1999, and began offering courses in child development (in addition to the already established function of providing supervised childcare). However, it was divided from the West Valley programs at that time and a full-time faculty was hired at Mission College to guide and direct the program for the college. These efforts were initially fully funded by the state and now gradually are being funded by the college.

The program presently serves almost 300 students and it is anticipated that the need for qualified, trained childcare workers will continue to grow in the future, especially in the Silicon Valley environment where the "norm" is that both husband and wife work, usually full-time. Locating Day Care Centers that

employ trained, skilled workers is a constant problem for parents as well as for the companies where they are employed. Mission is presently working with several of the local corporations to determine what their needs are and how the department can help meet them. In addition, the faculty is working with a variety of day care providers to train and/or update the skills of their employees. The college recently broke ground for construction of a state-of-art Child Development Center. The new facility will allow the program to expand child care services to student families and the community to include much needed infant and school age care as well as care for children with special needs. There is currently a waiting list in Santa Clara County of over 8,000 children needing care.

The instructional component of the department is developing new courses and creating off-site, weekend, on-line and accelerated classes that are in high demand. In the future, the department will also be working with community training requests for specialized sections (such as classes in Spanish or Vietnamese).

Global Studies

This program has not had a smooth history at Mission College. Although faculty working in the area has tried, the program has not been able to successfully obtain approval by the Academic Senate to be allocated "departmental" status and thus locate a permanent "home" in one of the college's ten divisions. As another program in this cluster, Global Studies has no full-time instructor permanently assigned to coordinate the program, which causes program control difficulties for the area as well as for students. There has been confusion internally between the academic program of Global Studies and the service program of Global Education. The distinction between the two entities needs to be clarified and communicated to the college community.

The globalization of Mission's curriculum continues to be a high priority for the college and is part of the college's and Governing Board's planning goals. Consequently, it is in the best interest of the college community, its diverse student population, and its growing international student program to resolve the status of the Global Studies program as soon as possible.

Library Instructional Services

Although the satisfaction of students taking library courses is high, the library courses do not reach enough students and enrollments remain low. There are no plans at present to discontinue offering the limited courses available. The library is investigating other modes of instruction and it is likely that in the future, smaller modules of more interest to students will be developed. The remaining instructionally-related activities offered by the Library (e.g., reference desk assistance and orientation sessions) are very successful and will be continued and expanded in the future as needs dictate.

Current and Projected Enrollment, Faculty/ Staff by Program/Discipline/Department or Service Area

Hospitality Management

The department has been in existence since 1965, when it was initially established at West Valley College. It was relocated to

the Mission College site twenty years later. As with many occupational programs, its enrollments have varied and the program had to adjust to a different student population when it moved to Mission College (it lost its base of full-time high school students and instead had to attract part-time, working adult students). Enrollment over the past five semesters has averaged 1,220 WSCH. Extrapolation of fall 1998 through fall 2000 enrollment figures shows a projected increase of sixteen percent over its fall 2000 figure of 1,085 WSCH and a three-percent increase over its five-year average by fall 2005.

Currently, the program has two full-time faculty (the second one was recently hired in fall 2000) and seven to eight associate faculty with a total FTEF of 5.821 per year. It also has a full-time program specialist who provides support for the program.

No new full-time faculty is being requested at this time. However, the department has great need of a part-time or full-time secretarial assistant. Hospitality Management is presently the only instructional program that is housed in a separate building on campus. To obtain the services of an administrative assistant, faculty and staff must go to the second floor of the main building. Not only is this inconvenient for faculty, staff and students, it is also a lower level of support than the college provides to any other existing instructional program.

Retail Floristry

The program is having a difficult time recreating its student base, although it will continue to try and reach its enrollment goal of 300 WSCH within three years. The enrollment over the past four semesters averaged 214 WSCH. Extrapolation of the enrollments for spring 1999 through fall 2000 projects an increase of seventeen percent over its spring 1999 figure of 252 WSCH, however, due to a dip in its fall 2000 enrollment this would represent a thirty-one percent drop from its four-semester average. These enrollments are projected for fall 2005.

The program just recently published a lovely colored brochure on the program and is actively marketing its programs. These projections do not reflect the spring 2001 enrollments that seem to have once again increased. Obviously, the area needs to closely monitor its enrollment and do some serious planning/strategizing with Hospitality Management faculty and its division chair to examine future outlook for the program.

The program presently has no full-time faculty and is managed by an associate faculty member who teaches in the program. In the two years the program has been at Mission College, it has had two such program managers and the most recent one just resigned to return to school full-time. There are six associate faculty in the program with a total FTEF of 1.413 per year.

Enrollments in this program will likely continue to be difficult to maintain unless a full-time faculty can be hired to provide direction and ensure the necessary academic and budgetary support for the area. (Even well established programs sometimes flounder when left without any full-time support.) Yet it is almost impossible to obtain full-time faculty until the enrollment base for the area can support it. This is a dilemma that needs to be addressed in the next year.

Child Development

Starting with an enrollment of 114 WSCH in spring 1999 the program's enrollment increased to 947 WSCH in fall 2000. Over

the past four semesters, enrollment averaged 647 WSCH. Extrapolating the data from spring 1999 through fall 2000 enrollment is projected to increase by nineteen percent over its fall 2000 figure, which will represent an increase of seventy-four percent over its four-semester average by fall 2005.

There are currently two full-time faculty members in the program, two classified Child Development Specialists, thirteen associate faculty and up to three student workers (who are contracted on an as-needed basis each semester). The department has been allotted a total FTEF of 9.6 per year. A third full-time faculty has been approved for hire for fall 2001. The instructional component will probably be requesting at least two more full-time faculty as the program expands its curriculum and enrollment increases. College funding has been approved for hiring child lab instructors and specialists (with matching positions to be paid for by the grant) for fall 2003.

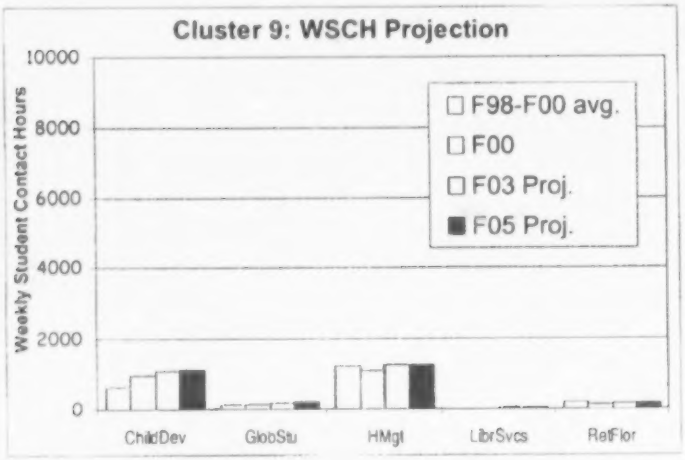
Global Studies

Enrollments in Global Studies courses has been somewhat erratic probably due in part to the lack of college support and the lack of full-time faculty assigned to direct the program. Over the past five semesters, the program's enrollment averaged 132 WSCH. Extrapolation of the fall 1998 through fall 2000 data suggests that enrollment in this program will increase by eighty-four percent over its fall 2000 WSCH of 105 and by fort-six percent over its five-semester average by fall 2005. Since it is a small discipline and only offers four core courses with an additional three that have been identified as being "globally focused," relatively small increases in students registering in these classes will have more of an impact than if the discipline were larger and had bigger enrollment. Nonetheless, given the political and economic environment in which students must function, the need for courses and programs that focus on assisting them in looking at the "big" picture are becoming increasingly necessary.

Currently, there are no full-time faculty allocated to this program and it has two associate faculty that teach one section each. A full-time faculty member from another discipline presently oversees the program, but has been on leave periodically causing some disruption of coordination. The area has 1.0 FTEF per year. No full-time faculty is being requested at this time, however, it is desirable for the college to consider hiring one as soon as it is programmatically feasible. A full-time faculty member for the program would provide direction and stability to the area enabling it to gradually grow and become a productive discipline within the academic community at Mission College.

Library Instructional Services

Given the limited number of courses offered under Library Instructional Services, enrollment is exceptionally small and in two semesters out of the previous five, no sections were successfully taught. Consequently, over the past five semesters enrollment averaged 15 WSCH. Extrapolation of the enrollment data for fall 1999 through fall 2000 predicts an increase of fifty percent over the area's five-semester enrollment average by 2005. The area has 0.134 FTEF per year. No new instructional librarians are being requested at this time.



Learning Environment Needed to Meet These Goals

Hospitality Management

When the department was relocated to Mission College, the college constructed a new facility to provide the best possible learning environment for its students. The department is housed in its own dedicated facility of approximately 14,500 square feet that includes two food preparation labs, two lecture classrooms (one with raked seating for 32 students), and a dining room that holds a maximum of 170 guests. The building and equipment was state-of-the-art when constructed in 1985, but is now showing definite signs of age and considerable funds are expended annually in repairing equipment and maintaining the physical structure. The college needs to begin working with the discipline within the next two years to identify the program's exact needs and determine the necessary steps to take to try and meet them.

Retail Floristry

Presently, the program utilizes the classrooms and laboratories in the Hospitality Management building. Although the demonstration areas and general teaching environment have been an improvement over the facilities they had to use prior to relocating at Mission, it is becoming increasingly difficult to schedule classes around those in the Hospitality Management program. For many courses in this program, regular lecture classroom space is inappropriate due to the need for demonstration mirrors, refrigeration and storage space, and access to water. The program has requested using some of the vacated space on the second floor, north wing, when the new Science and Technology building in completed. If the program is located there in the future, it would encourage the partnering of this program with a planned horticulture program in Biological Sciences, further broadening career opportunities for students.

Child Development

Presently, the facilities used by the program, although relatively new, are two portable buildings that were intended to be temporary. Conditions are poor and little natural lighting and ventilation is available. The outdoor play areas need updating and improving to better serve the needs of small children.

None of the current facilities are designed for observation of children, which is an integral part of the curriculum for many

departments (i.e., child development, nursing, psychology, hospitality management and others). A separate observation room is also required by law to separate those persons who have not been cleared by the Department of Justice (fingerprinted) to be in the classroom.

Although many of the above issues will be resolved with the construction of the new Child Development Center, the department will continue to need the existing portables for the foreseeable future. Consequently, the program will need to carefully evaluate, plan, and prioritize any added improvements that will be necessary to ensure that an appropriate learning environment continues to exist for students in this program. In the future, the program hopes to replace the current modular buildings with a permanent facility, located in the same region of the campus as the new Child Development Center (the portables are currently on the opposite side of the campus.)

Global Studies

Until recently, when the Global Education office and the office of the faculty member who assisted in coordinating Global Studies on a part-time basis were relocated, the program shared space with the Global Education Office. Although this arrangement seemed logical when the Global Studies program was resurrected a few years ago, it may not be the best solution academically. Dedicated lab space, or at least a dedicated room, is desirable so that students studying in this program would have access to a variety of global maps as well as computers that are linked to the Internet so they could research and investigate the international communities.

Library Instructional Services

The previous Library was located on the third floor of the college's main building and the space did not meet the needs of instruction. The new Library, completed in May 2001, has a dedicated library instruction room with appropriate computers and projection equipment and, therefore, the learning environment will improve dramatically.

Facilities and Spaces Required to Provide the Necessary Environment

All of the programs in this cluster are facing serious difficulties with facilities that the college will need to address very soon.

Hospitality Management

Within the next two years, the Hospitality Management building must be repainted, have new carpeting laid and permanent signage installed. If anticipated growth in enrollments occur, the facility will need to be enlarged, the dining room expanded and at least one more laboratory added to meet curricular demands.

Retail Floristry

If the program continues to utilize space in the Hospitality Management building, increased lab space will be warranted. If the program is relocated to the main building, second floor, funding will need to be identified to renovate space (at least until state funding is made available to remodel the "in-fill" space).

Child Development

The current facilities are inadequate and since the program will need to continue using them after the new center is completed the lighting and ventilation system in the portable buildings will need to be corrected. The outdoor play area should also be redone.

Global Studies

The instructional program needs to redefine itself and assist the Mission community in understanding how it is different from Global Education that provides essentially a service-related function to the college and its students. Global Education should meanwhile align itself with Student Services and the Associated Student Body, so that they can be involved in organizing and offering speakers and on campus global programs for students and the community. No new space is presently required for Global Studies; however, a Global Resource Center to house all the Global Studies and Global Education materials is desirable. Such a center would encourage students to engage in small group discussions of current events and watch videos on global topics.

Library

Some of the facility issues identified in the Library's concept paper have been resolved with the completion of the new Library. Other facility difficulties will probably likewise by addressed as the Science and Technology, the Child Development, and the Physical Education facilities are constructed and programs, or portions of programs, are relocated enabling the college to remodel and reassign existing spaces. The additional construction of a Performing and Cultural Arts facility and the completion of the final two phases of the Physical Education facility will also result in more space becoming available in the main building in the next five to ten years. An additional building that would provide expanded lecture space and more computer labs for technology-related programs would also create the opportunity for some of the programs in this and other clusters to acquire sufficient space to meet their anticipated future needs.

Overall, in order to ensure the orderly transition and relocation of programs and services, continued assessment and planning must occur on a regular basis throughout the college. Also, as past experience has shown, care must be taken to continually reassess the expansion of programs and to control the creation of new ones to ensure that all can coexist and the culture of Mission College is retained.

Support Services Required by These Spaces

All the programs in this cluster will require support services for any expanded spaces as well as clerical support for the faculty. This will be particularly important for the Child Development department when it moves into the new facility and becomes more isolated from many of the usual services.

Technology and Equipment Required for These Programs and Services

All of the programs in this cluster have identified the need for the incorporation of technology into their instruction and/or for upgrading existing equipment. The Hospitality Management

building already has a multimedia classroom and a very small computer lab. The new Library is fully wired with over seventy dedicated Internet research stations for student use. Students in the other disciplines in this cluster, however, must use computers in the High Tech Center and faculty has to share scheduling of multimedia rooms. The programs have expressed needs for multimedia rooms and small groups of computers rather than large computer labs. This will need to be reexamined in the future as these programs redesign their curricula to meet anticipated needs.

The new Child Development Center will need to be fully furnished and traditionally state funding is inadequate to meet all needs. The college is in the process of obtaining donations and external funding to meet those additional resource needs.

Cluster 10: Admissions, Cashiers, Records, Financial Aid, Veteran Services, and Career Placement Center

Statement of Purpose

Mission College is dedicated to providing a quality teaching and learning environment. It is also committed to furnishing a complete complement of student support services that assists students in becoming academically, socially, and physically involved in the college as they work to achieve their goals.

Educational Goals

- To support students in their individual educational/training programs with registration and records assistance, financial aid, veteran services, and other services.

Currently Offered Programs and Services

Admissions is the first and last stop for students as they enter and exit the college. The Admissions Office is responsible for distributing admissions packets and responding to requests for information, processing a student's Application for Admission, and determining residency. The staff members register students for classes and collect payment, sell parking permits to studentstaking credit classes and receive completed petitions (i.e. Academic Council Petitions and Petitions for Overlapping Courses) and forms (Prerequisite Challenge form and CSU Cross Enrollment form). The admissions area is also responsible for verifying enrollments.

The Cashiers Office, located physically within the Admissions Office, serves all students either directly or indirectly since student accounts are accessed and managed through this office. Services provided to students include collecting and posting payments for services, materials and debts. The Cashiers Office distributes funds for a wide variety of purposes (i.e.: EOPS, Financial Aid scholarships, petty cash, and faculty/staff payroll checks). It researches student debts and related problems, processes refunds, and sells parking permits to students in non-credit programs.

The Records Office is responsible for maintaining, evaluating, and generating official transcripts and supporting documents. It is charged with entering a wide variety of information into student's records. These include grades and academic notations, course equivalencies, units achieved via credit by examination processes and 2+2 Articulation Agreement courses. It determines a student's eligibility for degrees and/or certificates including the student's completion of coursework for general education certification and IGETC compliance. It generates the commencement participant list, and orders and distributes the physical degrees or certificates to students. Records Office staff members also assist faculty, staff and students with interpreting policies and procedures as they relate to their area.

The Financial Aid Office provides services for over 7,000 students and disperses $4.3 million in aid. The office distributes

information on aid programs and advises students about the eligibility requirements and the procedures to follow to obtain financial aid. It awards and maintains account records of all student aid funding. Funding sources include local, state, and federal grants, scholarships and loans. Staff in this office also conduct miscellaneous workshops on the application processes for obtaining financial aid or student loans and offer "Satisfactory Academic Progress" sessions. When needed the staff members provide assistance to students in completing all financial aid forms and applications.

The Veterans Office is also located physically within the Admissions Office and is responsible for providing eligible students with the necessary information and forms used to apply for benefits. The area verifies enrollment and identifies courses that are eligible for veteran benefits, maintains veteran student records, and ensures that students maintain benefit status.

The Career Placement Center dispenses information regarding the job market and provides assistance to students seeking employment by maintaining files on available positions. In addition, the center offers training in resume writing and interview skills and advises students on matters related to employment. Its mission is to provide comprehensive employment related services to Mission College's students in the areas of career advising, career placement, and career resource information. The center is accessible to students, employers, community members, staff and faculty.

Life Span of Identified Programs and Services

All listed student services are integral to the college and are anticipated to grow as enrollment increases.

Current and Projected Enrollment or Participation in the Programs and Services

In general, staffing ratios in support services are expected to be approximately one full-time position to 1,000 students. Given the fact that Mission College is approaching having 11,000 students, the service areas need increased staff. A plan needs to be developed across all service areas to provide appropriate levels of staff consistent with the expansion of services being requested.

Admissions

This area provides services to students, faculty and staff throughout the year. Given the reality of the college's movement to offer programs and services throughout the year, the workload on staff in Admissions is relatively constant and is expected to increase as the college grows. Presently, the office is open every weekday and Saturdays during the day. Monday through Thursday, it stays open until seven in the evening to accommodate the large number of night students at the college. Saturdays, the office is open until noon. There are presently no Sunday hours even though the college is increasingly offering classes on Sundays.

Currently, the Admissions Office has one Senior Student Services Technician and two Student Services Technicians. It shares a Supervisor and a Director with the Records and Cashier areas. The most immediate need for staff is to restore the technicians who voluntarily reduced their full-time, twelve months assignments to eleven months (in an effort to assist the college with budget reductions several years ago) back to twelve months. Secondly, in compliance with a recently negotiated contract with the classified union (SEIU), the office needs to convert its on-going hourly positions to permanent positions. This could be done gradually, but a realistic plan to accomplish these conversions should be created and implemented.

Cashiers

The Cashiers Office provides services to staff and students throughout the year. It is open the same days and hours as the Admissions Office since the two functions are so closely linked. Currently, the Cashiers Office has three Student Services Account Technicians, one of whom is only an eighty -percent position, and one temporary Project Assistant (ten months). There is a need for increased staff, especially at the beginning and end of a term. However, no specific requests are being made at this time.

Records

The Records Office serves every student and every instructor at the college. It is open the same days and hours as the Admissions Office.

Currently, the Records Office has two Student Records Advisors and one Student Services Technician. The eleven-month advisor position needs to be restored to twelve months. The office needs at least one additional full-time, twelve-month advisor to handle the numerous phone calls and e-mails regarding transcripts and creating student electronic files. Since this function is presently being handled by hourly personnel, a permanent position should be funded to provide more effective, consistent service and to comply with the agreement with SEIU.

Financial Aid

The Financial Aid Office currently provides assistance to approximately seventy percent of Mission's student population. As the gap between income and expenses widens for Silicon Valley residents, increasingly members of the community will be attracted to Mission College for retraining and upgrading of skills and many of them will require financial aid to attain those goals. Consequently, it is anticipated that the need for services available through the Financial Aid Office will continue to increase in the future.

Currently, the Financial Aid Office houses a full-time Financial Aid Director, and 5.6 FTE advisors and technicians, a reduction of 1.4 FTE since 1992. The sixty-percent position is currently vacant. At the same time a reduction in staff has been occurring, the demand for service has increased in proportion to the increased enrollment. The office feels that the sixty-percent position should be increased to one full-time advisor and in the next couple of years another advisor and an additional technician should be hired to meet college needs.

Veteran Services

Currently, between 60 and 100 students are served by this office each semester. The full-time Senior Student Services Technician that works in this area is actually assigned to the Admissions Office and therefore provides restricted services for veterans. Presently, hourly personnel have been trained to provide basic services and to augment the technician. The hourly position should be converted to permanent funding. The college anticipates a continued need for the assistance provided by this office in the future.

Career Placement Center

This Center serves over 400 students a year who are seeking employment. The annual Job Fair that is hosted by the Career Placement Center in collaboration with the Transfer Center and Counseling Department, has become increasingly successful since it began in 1988. The event promotes student-employer contacts and presently has over sixty employers and attracts hundreds of students and community members to the college. This center continues to be pivotal for Mission College students as they seek to utilize their education and training in attaining their career goals.

The Placement Center presently has a full-time Coordinator and a Program Assistant who are assisted by several part-time student employees. In the next three years the center seeks to hire a full-time Job Developer to cultivate and foster professional relationships and partnerships with the business community and promote the college and its students to potential employers. In addition, an Employment Development Assistant or Student Assistant will probably be necessary within five to seven years.

Environment Needed to Meet These Goals

Accessibility is key to providing useful services for students. Following a recent remodeling project, all of the service areas in this cluster are now located adjacent to each other on the ground floor, east wing, of the main building. However, since the Cashiers Office, Records Office, and Veteran Services Office are all physically housed in the Admissions Office area, they are not all easily admissible to students directly from the center space. Consequently, at the start and end of a semester it may be difficult (though not impossible) for students to access some services and none of the services provide acceptable access to individuals in wheelchairs. Both the Admissions Office and Cashiers Office handle cash transactions and neither of them is in a secure area.

College plans call for all student service offices and programs to eventually be located in independent areas on the ground floor surrounding the large center space. As new buildings are constructed and administrative offices and some instructional areas are relocated the original plan will become a reality. In the meantime, growth in services will continue to be limited and portable methods of offering services will continue to be necessary. For instance, in-person registration is conducted from a counter located outside the Admissions Office. Such accommodations need to be constantly re-evaluated so that adjustments can be made to provide permanent solutions as quickly as feasible.

Facilities and Spaces Required to Provide the Necessary Environment

A primary goal for the college is to provide student centered services that are able to expand and change to meet student, staff,

and community needs. All of the programs in this cluster are facing serious difficulties with facilities. These areas all need to be contiguous and yet limit access to those without the need to be there. For example, students and staff should be able to enter any of these areas independently without having to walk through others to get there. Challenges involving privacy and workspace need to be addressed in the very near future.

Additional personnel need to be hired, storage and office spaces need to be expanded, workstations need to be evaluated, traffic flow needs to be studied, and priorities/time tables need to be developed so that work is completed in a logical, efficient manner. Some space problems will undoubtedly be resolved as new buildings are constructed and offices, programs, or portions of programs, are relocated. These relocations will give the college the opportunity to remodel and reassign existing spaces.

The Admissions, Cashier, Records and Veteran Services areas all have issues of security and accessibility that need to be addressed as soon as possible. The Cashiers area must be secured at once. Although a door now separates the counter area from the cash drawers it remains a problem. When the In-person registration is in progress, the cash handling can be readily seen from many areas. Ideally, to ensure security, all cash transactions should occur through safety glass windows. In addition, although cashiers need to remain near both Admissions and Records, it should be separated so access is limited inside the office. A secure cash counting room needs to be created.

Support Services Required by These Spaces

All the service areas in this cluster will continue to require technology support services for existing computers and printers. Likewise, as additional kiosks are put in place, technical support will need to be provided to program and maintain them. Recognizing that Mission's student population is diverse, all of the service areas identified a need to provide many college documents in multiple languages (especially Vietnamese and Spanish). Translations would require additional personnel, albeit temporary, to create such documents.

Technology Required for These Programs and Services

All of these programs utilize computers extensively. The conversion of the district to Datatel has required that most of the personnel in these areas become trained on the new system and many have also had to adjust to using PC instead of Mac computers. Although technically the conversion to the new database will be completed in 2001, there will probably be several years of education and training that will be required before all will be able to use the new system as well as they did the old one.

In the future, as spaces are expanded, reconfigured, or built for these areas additional phone lines, computers, faxes, and printers will all be necessary. Given the high volume of use, existing shredders, printers, and copiers need to be upgraded or will need to be constantly replaced as they wear out. More on-line services that will require increased numbers of kiosks to allow students to access account information directly will be needed in the future.

Cluster 11: Matriculation/Assessment Services, Counseling Department, Transfer Center, Articulation Office, and Institute for International Students/International Student Center

Statement of Purpose

Mission College is dedicated to providing a quality teaching and learning environment. Similar to the programs in cluster 10, the services offered by these areas also assist students in planning their course of study, setting realistic goals that are achievable and conform to their desired time frame.

Educational Goals

- To provide students with the necessary cadre of support services and follow-up that they need to successfully complete their educational goals.
- To evaluate students' present proficiencies in English, reading and mathematics.
- To advise students (new as well as returning) and provide current information about Mission's and other two- or four-year college programs.
- To assist students' wishing to transfer to other institutions.
- To support students while they are enrolled at the college.
- To provide similar services (although not as extensive) to international students.

Currently Offered Programs and Services

Matriculation/Assessment Services

This program consists of seven interdependent components: admission, skill assessments and student evaluation, orientation, counseling and advisement, student progress and follow-up on retention, and institutional research. Although not required of all students, those who do take advantage of these services at Mission College increase their ability to make sound academic decisions and complete their educational goals in a timely manner.

One of the important functions of matriculation is to evaluate students on their reading, writing and math skills. Assessment testing is available numerous times throughout the year and the results are reviewed with students. Presently, this latter service is provided by a faculty member in the Learning Assistance and Tutorial Center, but the responsibility for assisting students in understanding their assessment results should be handled by a full-time Testing Assessment Coordinator.

Counseling Department

The counseling program is strongly committed to student success. The department provides students with academic advising and educational planning assistance, career exploration, and instruction (e.g., classes on developing effective study skills and job development skills). In addition, the department provides limited personal and crisis counseling and collaborates with the Student Health Center to provide immediate assistance by counselors trained to assist in emergency situations.

Counselors are generally assigned to one or more academic areas, though all are expected to provide counseling services to the larger college community. Nevertheless, given the Mission model, counselors who are located in areas of specific instructional focus assist more closely in those programs. Counseling has not been subject to separation from the instructional faculty and this has been invaluable in ongoing communication with the faculty at large.

The department also provides assistance to various campus organizations such as the Vietnamese Student Association, the Black Student Union, and Latinos Unidos. A counselor (0.3 load) is also assigned specifically to the Institute for International Students.

Transfer Center

Located within the student services area, the Transfer Center was established in 1996 to improve student transfer rates. Since then the program has expanded and evolved. Currently, its responsibilities include working to increase the college's high school and under-represented student enrollments. The center also works to increase the number of students who complete degrees and certificates and transfer admission applications (TAAs) to universities, students who come to Mission College for athletic programs, and students who participate in Associated Student Body activities.

Articulation Office

This office houses the Articulation Officer (AO), a counselor who works with faculty and the Curriculum Review Committee to establish and maintain articulation of transfer courses. On the surface, this would seem to be a relatively simple task; however, there are numerous agreements and lists with critical deadlines that must be kept current to ensure that Mission's curricula and programs are transferable.

Institute for International Students/The International Students Center

These two areas are related, but separate entities. The Institute for International Students is an intensive English language program for international students who desire to enroll at either Mission College or West Valley College. Its purpose is to attract students from other countries to study English and take their first two years of college in this district. No credit courses are offered in the Institute; however, it does offer intensive ESL courses to assist international students in making the transition into Mission's credit programs.

The International Student Center (ISC) acts as the interface between Mission's international students and the college. It was

created in 2000 to provide a clearer avenue for students and ensure that the necessary information they require reaches them while not interfering with the institute's language program. The ISC provides counseling for international students, a time consuming and challenging responsibility carried out by a counselor with reassigned time. This counselor and two additional counselors facilitate an international student orientation at the beginning of each semester, enabling new international students to receive information on immigration/visa and academic regulations, develop educational plans, and become familiar with the college and the services available to them. Center personnel also monitor student progress and assist students with problems throughout the semester. The International Student Center recently completed a separate five-year strategic plan and this past year received accreditation.

Life Span of Identified Programs and Services

All listed student services are indispensable to the college and are anticipated to grow as enrollment increases. The Institute for international Students has contributed to the growth in the numbers of foreign students enrolling at Mission College. It is anticipated that this service program will continue and provide support and assistance to international students.

Current and Projected Enrollment or Participation in the Programs and Services

Matriculation/Assessment Services

In the spring of 2000, matriculation served a total of 4,680 students. Of this number, 3,546 were new and 1,144 were returning students. The components of services provided to the 4,680 students ranged from admission to orientation to counseling. In addition, 887 students participated in the college's retention efforts and another 945 students took advantage of the prerequisite challenge process. Over the past five years, the college has experienced a significant increase in its total enrollment; yet, funding for matriculation services has not increased proportionally. The college needs to address these issues in the near future.

Matriculation as such does not hire personnel for a matriculation area; however, it does provide full or partial funding for a variety of personnel that support the functions of matriculation. The concept paper for this area indicated that additional admissions and records staff and a counseling technician along with three new counselors are needed to provide adequate services for the Weekend College.

The Testing Center, located in a room on the third floor of the main building, administers assessment tests for matriculation and offers a make-up testing service for faculty and their students. The center is currently in the process of hiring an additional testing clerk. This will enable the Testing Center to be open for more hours. Unfortunately though, the center remains in too small a space. The room only holds about 15 students and needs to be relocated to space that will accommodate at least forty to do both assessment and instructional make-up testing services.

Counseling Department

In the last four years, the Counseling department has expanded the number of full-time and associate counselors; however, it has not matched the student population growth. As the college

grows, the need to match the growth in college enrollment increases. Service with full-time counselors is now provided on Saturday.

The number of students served in the fall 1999 semester exceeded 3,303 regular appointments and 4,233 drop-in students. This does not include phone calls or e-mail inquiries. The number of full-time and associate counselors in relation to students is 8.7 counselors per 9,047 students, a ratio of 1: 1,081, the lowest counselor to student ratio in the six South Bay community colleges. Three counseling positions are approved to be filled by fall 2001 and additional counselors will need to be added to replace retirements. One counselor is needed at once to replace a retiree in 2000, one will be needed in 2001, and as many as four positions will be needed between 2002 and 2004.

Transfer Center

Approximately 900 students participated in or were contacted this past year regarding guaranteed transfer agreements. Mission's transfer goal (PFE) is to increase by fifteen percent the number of students transferring to four-year institutions by the end of the 2000-2001 year. Presently, the college has seen an increase of over twenty percent and now hopes to reach twenty-five percent by the end of the academic year.

One of the reasons the Transfer Center has been successful is the creation of the Student Ambassador program. Beginning in the spring semester of 2000, it is charged with assisting the Transfer Center in its outreach program. The ambassadors recruit high school students and area workers to the college. In the fall semester, approximately 3,000 high school students participated and twenty-four area high schools were visited. This program has expanded faster than anticipated due to the enthusiasm and energy of the students as well as the leadership provided by the outreach coordinator. The college plans to continue funding the Student Ambassador program as resources permit.

The Transfer Center is open Monday through Friday from 7:30 a.m. to 7:00 p.m. It currently houses two persons, a director (temporarily funded) and a half-time counselor. An ad hoc outreach coordinator is temporarily being funded through CalWorks this year. One full-time administrative assistant is assigned to the Transfer Center. Both of the temporary positions need to receive permanent funding. In addition, the Student Ambassador program needs to have a full-time classified assistant to provide support for the students and to coordinate their efforts with the high schools and various outreach centers.

Articulation Office

The Articulation Officer has a challenging task to accomplish since articulation is crucial for ensuring that Mission College students will be able to gain credit and transfer to other institutions easily. Not only must the officer keep and update all Transfer Course Agreements, but the officer must also maintain a list of all transferable courses. The process of updating and maintaining the courses that are categorized as meeting the requirements of the California Articulation Numbering system (CAN) is also done by the Articulation Officer. In addition, there is an increasing need for the Articulation Officer to work with neighboring community colleges for course and program articulation. Consequently, the office that presently accomplishes all of this operates with a half-time, eleven-month counselor who is the Articulation Officer and some hourly support to assist with the paperwork and filing. Resources have been requested to

provide this office with some regular weekly part-time staff on an hourly basis instead of the rather sporadic support that is currently provided. If approved, the office will be better able to meet the college's needs for articulation services.

Institute for International Students/The International Student Center

The number of international students attending Mission College has increased significantly in the past four years from 37 students per year in 1997-1998 to over 220 in 2000-2001. There is obviously a need for this program's services to be continued, since the location of Mission College is a draw for foreign students wishing to come to Silicon Valley to study.

As of spring 2001, the institute has a full-time director in addition to a full-time business management support specialist and two part-time clerks. The Center requested that a full-time international student advisor be hired as soon as possible. The goal of the Center is to double the number of international students to about 450 by 2003. When enrollments rise to around 340, the center will need to hire an additional international student advisor. In 2002-2003, a dean of international programs will be requested and the center will also need classified support to focus on housing, home stays and Study Abroad. An additional full-time clerk may be necessary by 2002-2003.

Environment Needed to Meet These Goals

In order for support services such as those in this cluster to be successful, they must be located near each other, be accessible, and have adequate space and personnel to be able to offer their services to students efficiently and effectively. Although several of the programs and services offered have some of these pieces, none of them have all. It is hoped that in the future, as the ground floor of the main building becomes remodeled, sufficient space will be allocated so that all student service type programs and services will be contiguously located and will thus be easy for students to navigate. The college needs to continue to support the original concepts of mixing counseling faculty with instructional faculty as new buildings are constructed in order to promote communication and provide the same level of services for students and faculty who are not located in the main building.

Facilities and Spaces Required to Provide the Necessary Environment

Several of these programs are located in newly remodeled space on the first floor of the main building. However, since Mission College has grown significantly in recent years, even in the short time that they have been in their new spaces, additional services have been added, or existing ones have been expanded, so that adequate space is again becoming an issue. The need for counseling office space in each new building should be considered as new construction occurs in the future.

The Transfer Center did not anticipate the significant growth that occurred in the Student Ambassador program and is facing serious space problems. Located between the Counseling Center and the Career Placement Center, the space allocated to the ambassador function is small and inadequate. Concurrent meetings cannot be scheduled in the space and students using the computers and other equipment frequently require that the Transfer Center personnel leave the area to hold meetings.

Obviously, until additional buildings campus that will enable the college to relocate whole academic programs are constructed on, it will be almost impossible to make large enough spaces available to accommodate many of the changes needed for these areas. In the meantime, the college needs to keep these difficulties in mind as it goes through its annual planning processes so that it does not expect increases in services that have a limited ability to expand in their existing space and cannot be provided without additional personnel.

The space where the Institute for International Students is currently located is definitely inadequate. Presently, in the back of the Community Services area the Institute is separated from other student services. Ideally, an international office should provide students with a "locus" or center where they can meet informally, build friendships and share experiences. An area with adequate space, outfitted with functional, attractive furniture would be more inviting to potential students and their sponsors and encourage them to matriculate at Mission College instead of other institutions. It is proposed that a new Contract Education/Community Service building and conference center be constructed. As part of that structure the college should consider including space to accommodate the Institute for International Students.

Support Services Required by These Spaces

In the future as spaces are expanded, reconfigured, or built for these areas, additional phone lines, computers, faxes, printers, and other equipment will be n ecessary. Technology support personnel will be needed to maintain the computers and printers in the service areas as they are throughout the college.

Technology Required for These Programs and Services

All of these programs utilize computers and related technology extensively. Since the main building was not intended to be used for lecture and lab related programs, there are many difficulties that arise with regard to wiring, networking, electrical outlets, and phone lines, when spaces are remodeled. Therefore as plans are made to remodel existing spaces, the college needs to be proactive and anticipate future possible changes so that flexibility can be built-in, as needs dictate.

Cluster 12: Student Health Center, Library Services, Television and Audio-Visual Services, Distance Learning, and Global Education

Statement of Purpose

These areas provide necessary services to students, faculty and staff to promote learning and enable them to be successful in meeting their goals.

Educational Goals

The Student Health Center

- To provide clinical care, screening services, personal counseling and health education/promotion programs to students and staff.

Library Services

- To provide timely access for students and the Mission College community to information resources in all appropriate formats that support the college curriculum, student success, and lifelong learning.

Television and Audio-Visual Services

- To assist the college community with the resources and/or assist in developing resources to offer instruction and services in a variety of modes such as television, video and audiotaping, and teleconferencing.

Distance Learning

- To provide instruction as well as some types of student and administrative services using appropriate modes of distance technology.

Global Education

- To assist in raising student, faculty and staff's awareness of global perspectives and issues by inviting external and internal speakers to the college, and annually sponsoring workshops or other similar activities.

Currently Offered Programs and Services

The Student Health Center serves all currently enrolled students by offering a variety of clinical services and a wide array of health education/wellness programs. Clinical services are primarily aimed at students; however, employees receive some services such as first aid, blood pressure checks, immunizations,

and tuberculin skin testing. Health education programs are open to all interested persons in the college and surrounding community and generally are in accordance with national health themes for the month. Planning for these programs is done in cooperation with college departments/ programs and community resources when appropriate. These activities and educational events are responsive to the changing community needs and have benefited thousands of individuals.

The center also manages the Mission College Infoline. The Infoline is a twenty-four hour, fully automated telephone service that includes over 350 health messages as well as customized information of all the college's student services. The student service messages are in multiple languages, including Vietnamese and Spanish.

Library Services are divided into three distinct functions. Public services includes circulation, reserve materials for courses, telecourse video rentals, and collection and equipment maintenance. The collection development service includes expanding and maintaining the various types of collection resources (books, media, periodicals, and electronic) and the technical services to order, receive, catalog and process all of the collection resources. As discussed in Cluster 9, the library also provides instruction.

Television Services works with instructors, administrators and staff to develop taped video and audio materials for the college as well as to develop digitized video materials for inclusion on CD-ROMS or in computerized presentation programs.

Audio-Visual Services repairs, installs, and distributes audio, video, and computer presentation hardware. It is also the responsibility of this area to duplicate instructional materials as well as College by Television videotapes.

Distance learning refers to any form of instruction or service that is provided by someone not within direct visual proximity of the student. Current methodologies used are principally television broadcasts of telecourses with on-campus sessions multiple times during the semester. In addition, web-based on-line courses are offered with and without on-campus sessions. Some courses blend on-line chat groups, e-mail, television, and direct contact. At the present time, no counseling services are offered in a distance mode; however, the Math Department is piloting an on-line tutoring program for its students.

Global Education sponsors activities that include seminars, brown bag luncheon presentations, teleconferences, and faculty development sessions. A speaker series brings prominent persons on campus to discuss global issues. In the past, this series has been co-sponsored by the San Jose Peace Center and future partnerships with other community organizations are being explored. An International Students Club and a Global Awareness Center were created. The latter had to be relocated due to the addition of a new student service program. Thus far, the Global Awareness Center has been unable to find appropriate space. Both the Global Education speaker series and the Global Awareness Center assist in disseminating information on continuing global education activities on campus.

Life Span of Identified Programs and Services

The services offered by this array of programs are necessary for the continued functioning of the college and its educational programs. Consequently, it is anticipated that they will continue to be supported and maintained by the college.

Student Health Center

The Center was established when Mission College opened and continues to provide valuable services to students, faculty and staff. It offers a broad variety of services in the treatment and prevention of illness as well as a strong health education program. The center is partially funded by a student health fee that is augmented by college/district resources and recently by state funds. The health center should expand as the student population grows.

Library Services

The Library provides services to all students, faculty and staff throughout the year. Given the reality of the college's movement to offer programs and services throughout the year, the workload on staff in these areas is constant and is expected to increase as the college grows and the demand for services expands. As the new facility becomes better known and used, it will also provide links to the community that will further impact the area and increase demands for additional services to the public.

Television and Audio-Visual Services

Television and Audio-Visual Services have recently been relocated into a new, much larger facility that will enable the staff to provide the college with higher quality service. Plans are in place for cablecasting on two cable channels: an instructional channel in cooperation with other California community colleges, and a public access channel (in cooperation with the City of Santa Clara). Connected to 4Cnet, the college will have increased access to state universities as well as other community colleges throughout the state that will facilitate the production of more instructional materials for other institutions.

Audio-Visual Services will continue to provide services and will need to hire additional staff in the future as demand grows and facilities containing equipment expand.

Distance Learning

Mission College expects growth in enrollment and course offerings in both telecourses and on-line courses over the next five years. It is anticipated that a minimum of three to six new courses will be developed annually as long as funding continues to be available to support this program. There will be a distinct movement away from one-way telecourses to live broadcast courses and hybrid tele/on-line courses. More and more efforts will be expended towards the creation of a full transfer-focused degree program that can be completed on-line or at a distance.

Global Education

The advisory committee that coordinates the activities and programs offered in global education have concentrated on providing an excellent variety of seminars in the past few years. The program needs to be permanently assigned to a specific area (for example, Student Services, the Associated Student Body organization, or the International Students Center in the Institute of International Students) so that its activities can be appropriately marketed and enjoy a broader participation throughout the college and the surrounding community.

Current and Projected Enrollment or Participation in the Programs and Services

Student Health Center

As with other areas, the health center has experienced an increased workload as the student population has grown. Visits to the center increased from 4,582 in 1996-97 to 6,037 in 1998-99. Requests on the Mission College Infoline (a recorded health message service coordinated by the health center) totaled 4,835 for 1998-99. It is anticipated that there will be increasing demands to expand existing services as well as to provide new services in the future.

Present staffing includes one full-time faculty who acts as the health center coordinator, one full-time classified support staff, and a sixty-four percent registered nurse (RN) augmented with three to five hourly RNs. Additional services are provided contractually by a physician, a personal counselor, and a podiatrist who attend students on a regular schedule throughout the year. One to two student assistants provide supplemental nursing assistance.

The most immediate staffing need is for additional hourly coverage by registered nurses. Unfortunately, the hourly pay rate for RNs is significantly lower than surrounding clinics and facilities pay, so the college has difficulty recruiting and retaining qualified nursing personnel. This needs to be addressed through Human Resources at the district level. There is also a need to hire a health educator within the next three years to be responsible for the educational program and related promotional events. In three to five years, a second personal counselor should be added; one that is preferably of the opposite gender to the existing counselor and may possess other skills/experiences that will offer students alternative choices.

Library Services

The library literally circulates thousands of books, periodicals, audiovisual tapes and other materials every year. A year ago, almost 300,000 persons entered/exited the library to obtain services, to study, or to interact with staff. Having opened a new library (spring, 2001), hiring a library director (1997) and hiring three librarians (two in 1999 and one in 2001) enabled the library to offer improved and expanded services. However, with the increased space, even further demands for services are expected. Therefore, it is anticipated that additional space and personnel will be necessary in the future as the college expands and reaches its full enrollment potential.

The library currently has four full-time librarians, two of whom function almost exclusively in providing public services (rather than instruction), one director, and six library media technicians

(LMTs). A fifth librarian and two new LMTs have been approved for fall 2001. As the demand for services increases within the next three to five years, it is anticipated that additional librarians and LMTs will be necessary.

Television and Audio-Visual Services

The workload of the staff in this service area has been steadily increasing as academic programs have been added, teaching methodologies changed, and new instructional staff hired. More and more emphasis has and is being placed on the use of technology in the classroom. Interactive video services are being requested more frequently for video conferencing and distance learning. It is evident that additional personnel will need to be hired to enable the staff in this area to meet the demand.

Currently, Television Services has one full-time, twelve-month TV producer/director. Similarly, Audio-Visual Services has a full-time, twelve-month AV maintenance technician and hourly assistance in the evening. Both areas will need another full-time staff member within the next three to five years and, in the meantime, will need additional hourly support to provide coverage and service to the college.

Distance Learning

When the college began incorporating distance methodologies into courses and services in 1997, it started with six courses and ninety-nine students. Enrollment has grown significantly since then and there are currently eighteen instructors teaching over 28 courses, with over 750 students, generating over 5,500 WSCH (1999-2000) annually. There are no faculty members at this time who have their entire load in a distance learning format and there is no "distance learning department" as such. The dean of instructional technology and distance learning facilitates the support needs for the program. A faculty member with a 0.2 reassigned time coordinates the instructional/curricular components of distance learning and works with faculty wishing to expand their teaching methodologies.

Given the increased use of computer-mediated instruction throughout all programs at the college, the use of distance technologies will obviously grow. When the enrollment in distance learning courses reaches 1,000 students per semester, a permanent full-time coordinator will need to be hired. A new instructional design faculty position has been approved for fall 2001. Together with the college webmaster, they will assist faculty in developing future courses using distance learning techniques. Additional support personnel will likely be needed within five to seven years.

Global Education

The Global Education programs and activities attracted from 20 to 500 participants per seminar/session/speaker last year. Considering the location of Mission College in Silicon Valley and the importance of California in the global economy, there are endless possibilities for activities in this area.

Until the Title 6 grant was completed, Global Education had a faculty coordinator on reassigned time. For the past year, however, the speakers series, and the Global Awareness Center have been coordinated with sporadic success by a faculty committee. The college needs to discuss the direction in which it

desires the program to go. It is likely that under consistent direction, this area would expand in the future and could become an important resource for faculty and students alike.

Environment Needed to Meet These Goals

The Student Health Center

The Student Health Center chose to remain on the ground floor on the main building rather than, as originally designed, occupy new space in the Campus Center. The staff realized that the decision not to move would limit their ability to expand services in the short term; however, the center wanted to remain with other student services in the main building. Consequently, the center retained its existing physical location and will do so until the final reconfiguration of the ground floor of the main building is completed. In the meantime, some modifications to the health center space and directional signage in and around the college need to be made to expand student access. The center needs to have at least two exit/entrances and the area needs to be physically accessible to allow for wheelchairs and emergency equipment such as gurneys. Presently, there is also no confidential space and the reception area is extremely small.

Library

The library has just moved from the third floor of the main building into a new library facility. For the first time since Mission College was built, the library has a space designed to support the services and programs that it offers. The new environment provided is a vast improvement over the space it had in the main building and is more conducive to promoting student learning.

In another area, even the new facilities cannot compensate for the fact that, although extensive, the library collection, except for electronic resources, is inadequate by state and national library standards. The total number of books is low by approximately 15,000 volumes in proportion to the number of students. In addition, many of the existing books need to be updated. Media items and periodicals likewise need to be expanded from the current collection of 4,000 to about 8,000, and periodicals from 200 to 500. The library staff needs to work with the college to plan how best to address these challenges.

Television and Audio-Visual Services

A new Telecommunications Center was built adjacent to the new library. It will enable the service area to expand the types and amount of services offered. The new facility has two studio/classrooms for origination of instructional materials and community-oriented presentations. The 1,845 square foot teleconference studio allows the college to host larger satellite presentations and more interactive videoconferences and classes. The Audio-Visual Services area is also housed in the new facility, but continues to store equipment in the main building.

Distance Learning

The new telecommunications building referred to above will greatly increase the facilities that can be used for distance learning activities. With the completion of the 4Cnet initiative, the future will undoubtedly bring videoconferencing courses to

campus. Courses originating on one campus with students on multiple campuses will undoubtedly be the wave of the future.

Global Education

Over the next few years, the Global Studies program will need to relocate to permanent facilities. The inclusion of a global activities center or area needs to be discussed with students and the college community. Thus far, every room or area that had been assigned to this program was reassigned later to meet a more urgent need. The college should take advantage of the opportunity created by the new construction on campus and plan to furnish adequate facilities for this program.

Facilities and Spaces Required to Provide the Necessary Environment

Student Health Center

This area truly needs new, expanded space that will probably not become available until PE Phase II and perhaps another new building are completed. In the interim, the college has taken steps to modify the program's existing space by enlarging the reception area and improving signage so that students can locate the center more easily. Attention still needs to be paid to gradually increasing space for private counseling, health screening, and storage of materials/files. A small meeting room for staff would also be useful.

Library Services, Television and Audio-Visual Services, and Distance Learning

All these areas moved into new facilities during the spring semester of 2001 and, though enrollment growth that occurred between conception and completion of the new facilities has already changed some demands, the new spaces should meet students' needs for the next five to seven years.

Global Education

The faculty, students and staff who are coordinating this program and trying to increase the awareness of global issues across the college need to work with GAP and other governance groups to identify their space needs and develop a plan to meet those needs.

Support Services Required by These Spaces

The new facilities have large numbers of computers in them. The library alone houses between 80 and 100. In the future as spaces are expanded, reconfigured, or built for these areas additional phone lines, computers, faxes, printers, and other equipment will all be necessary. Computers especially will require additional technical support staff to maintain equipment and in the future may require a dedicated technician.

Technology Required for These Programs and Services

Student Health Center

The Center is limited by its existing space and is unable to add additional equipment or computers due to storage and working area restrictions. Scheduling of students is presently challenging and will become more so in the future as long as the services are offered in such cramped facilities with limited access to state-of-the-art equipment.

The Library, Television and Audio-Visual Services, and Distance Learning

These areas all utilize computers and related equipment extensively. Their new facilities have new equipment; however, equipment that they are responsible for maintaining throughout the college will continue to need upgrading now and in the future.

Global Education

The area, once it locates a permanent space, will need computers, digital cameras, and other equipment to enhance the ability of students, faculty and staff to interact with the global community.

306

Cluster 13: Learning Assistance and Tutorial Center (LATC) and Disability Instructional Support Center (DISC), ACCESS, Pass the Torch, Extended Opportunities Program and Services (EOPS), and MESA

Note: A new service program, MESA, recently received grant funding. Since MESA did not participate in this review process, it is not discussed in this document. Since its services are similar in intent to those in this cluster, it should be kept in mind that it would likely provide related services and need the same learning environment and space as the other service programs.

Statement of Purpose

Mission College is committed to assisting all students in completing their educational and training goals through the provision of support services and learning skills development. The programs offered in this cluster provide opportunities for those students who are not well-prepared and those not well represented to access the college curriculum and activities.

Educational Goals

LATC and DISC

- To provide courses and labs designed to offer compensating strategies within the basic skills and academic areas through the tutorial center.
- To provide assistive technology instruction and provide assessment testing in the areas of speech, language and learning disabilities to determine program eligibility for DISC.

ACCESS

- To help at-risk, non-traditional students (first generation to college, low income and/or disabled) successfully graduate and/or transfer to a four-year institution.

Pass the Torch

- To provide mentoring assistance for students in specific courses by pairing them with students who have succeeded in the same course and have received training in academic intervention, mentoring and study skills.

- To increase the student's rate of success and improve the retention and transfer rates of Mission's students.

EOPS

- To assist students who have experienced socioeconomic or language disadvantages and enable them to achieve their desired academic and career goals.

- To provide additional resources, over and above those historically provided by the institution that can make the difference between whether or not a student enters and stays in college.

Currently Offered Programs and Services

LATC and DISC

The Learning Assistance lab courses (0.5 unit each) in ESL, English, reading, and communication use computer software, text, audio, and video materials to assist students with basic skills and language acquisition. The College Tutorial Center offers free tutoring services in all college subjects. It should be noted that the Math Tutoring Center is located in an adjacent room to the LATC and has no administrative connection to the LATC. DISC provides support services for students with disabilities, such as vision, deafness, orthopedic, health impairments, speech/communication, and/or learning disabilities.

LATC's programs offer a flexible and cost-effective means of responding to a diverse and ever-changing student population. As students transition from high school to college, as workers require retraining, and as individuals desire to upgrade their skills, the LATC/DISC services respond by (1) extending hours to evening and Saturdays, (2) offering students access to the most recent technology, (3) creating joint programs with the Workplace Learning Resource Center, CALWORKS and other such programs, and (3) providing flexible modularized basic skills activities.

ACCESS

The ACCESS program provides students with a variety of support services including priority registration, tutoring, advising/counseling, and career exploration. Although many students in this program meet all three criteria for participation, a student must either be first generation to college, low income, or disabled to qualify. In addition, these students must also show some kind of need such as coming back to school after five years, weak course prerequisites, low grade point average, lack of basic skills, or undeclared major.

Pass the Torch

Started in 1999 as a PFE pilot program, Pass the Torch offers mentoring for students in targeted courses (basic skills English, reading, ESL and math). Students who are registered in one of the target courses may apply to participate in this program and , if they apply, will be paired with a team throughout the semester. Each study team consists of a team leader (a student who has successfully taken the targeted course, or one at a higher level) and the registered student. A full-time faculty member trains the

team leaders. The study teams focus on the acquisition of study skills and course content material in order to increase student success rates in the targeting courses. The program also offers workshops in motivation and goal setting, counseling services (through the counseling department), study resources, and information competency for completing assignments.

EOPS

For qualified students, this program provides a long list of services and assistance intended to remove or minimize obstacles that could be viewed as roadblocks by students, and help ensure successful matriculation through college. Services include outreach and recruitment, enrollment assistance, financial aid guidance, orientation, educational planning, counseling, school supplies, book vouchers, emergency loans, assistance with child care and grants. In addition, Cooperative Agencies Resources for Education (CARE) is a sub-program of EOPS that provides supplemental services to single parents with children under the age of fourteen who receive Temporary Aid to Needy Families (TANF) funding.

Life Span of Identified Programs and Services

LATC and DISC

Given the increasing number of students enrolling at Mission College, many of whom require basic skills instruction, there is an increasing demand for the learning assistance and tutoring services offered by these two areas. Although the center is not as well utilized as it could be, it continues to be heavily impacted throughout the day and evening hours. If the center were to be expanded and relocated to a more visible, accessible space, the need for such services would grow dramatically. It is anticipated that both of these related programs will continue to expand as student enrollments increase in the future.

ACCESS

The services offered in the program are currently funded by a state Fund for Student Success grant that was recently renewed for the next few years. It is anticipated that the program will eventually become institutionalized and continue to support Mission's students.

Pass the Torch

The services are presently funded with PFE funds that will expire at the end of spring semester, 2001. The program director has submitted a funding request to the college for on-going resources to continue the program and it is unclear whether or not it will receive the necessary funds. External funding is also being sought. The program has been successful; however, at this point it has not received the broad college-wide support that it desires. Therefore, its future is still undetermined.

EOPS

The program entitled Extended Opportunity Programs and Services was enacted in 1969 through SB 164. The primary purpose of the program is to dissolve the institutional barriers to

higher education historically encountered by people of color and persons on the lowest rungs of the economic ladder. As long as this bill is in effect and is funded categorically by the state, the college will continue the program. If external funding were unavailable the college/district would need to find ways to institutionalize the program and fund it internally.

Current and Projected Enrollment or Participation in the Programs and Services

LATC and DISC

Each semester the LATC serves over 1,000 students who complete a total average of 46,000 hours of study in the Center. In DISC, there are approximately 250 students with varying degrees of disabilities currently receiving services from the center. These programs are some of the most creative and beneficial support programs offered at Mission College.

Presently open for fifty-one hours a week, the center is one of the busiest areas in the college. Unfortunately, the limited space frequently results in interference between functions and disrupts the smooth flow of services provided. Given the vastly diverse student population of Mission, and the high percentage of second language speakers, this center will continue to expand perhaps at an even faster rate than the rest of the institution.

Currently, LATC and DISC share many things, including some of their personnel. Both have two full-time faculty, one in each area acting as the coordinator. The LATC has three Instructional Lab Technicians, DISC has one. The two areas share a full-time Office Assistant and a full-time Office Coordinator. Tutors, interpreters, real time captioners, and notetakers are hired hourly as needed and augmented by student hourly assistants.

In the near future, both areas will need more faculty and classified staff. DISC has been approved for an additional full-time faculty for fall 2001. The LATC needs to increase the coordinator's contract from ten to eleven months in order to enable new curriculum to be developed and to provide follow-through with staffing and budgetary issues.

ACCESS

The program has a maximum participant cap of 150 students that Mission College achieved within two semesters of its creation. If additional funds are acquired, it is feasible to expand the program to serve more students.

Presently, the program has a full-time director, a full-time office coordinator, and 2.8 FTE in reassigned time faculty who function in a variety of ways such as academic program coordinator, retention program coordinator, mentorship coordinator and a counselor.

The program is presently in the process of hiring a full-time counselor/academic program coordinator to replace the part-time counselor and academic program coordinator. Additional funds are being sought to expand the program's services to include weekends and to create a summer bridge program to orient new students to the college.

Pass the Torch

This program serves about fifty to sixty students per semester and trains another fifty to sixty team leaders. There has been increased demand for these services to be made available to students in other academic areas such as vocational nursing and the natural sciences disciplines. Expansion, however, is dependent on fiscal resources (as is overall continuation of the program).

Currently, Pass the Torch has a program director (a faculty with reassigned time), three discipline specific faculty coordinators each with 0.25 reassigned time, a program coordinator and an hourly office assistant. No specific permanent personnel requests are being made at this time; however, the program is requesting reassigned time for three discipline faculty coordinators. If the program is continued and expanded, the program coordinator will eventually need to be full-time and the program director would need additional reassigned time.

EOPS

In its early years of existence this program served about 100 students. Although over two decades the program has expanded to serve over 500 students, the EOPS student population has declined ten percent since 1996-97. Staff members agree that the program will continue to grow in the future, but that more outreach and recruiting needs to be done to attract persons and groups identified as being potential EOPS-eligible.

The program is presently staffed with a full-time director, two counselors, one EOPS/CARE specialist, one student services technician and one program assistant. Peer advisors, student assistants, associate counselors, and tutors are hired hourly. To attract a greater pool of potentially qualified students, the college needs to hire a recruiter as soon as possible. In addition, as the Weekend College and Summer School have increased course offerings, there will be a concurrent need to provide more services for EOPS students. The program is suggesting phasing in of services during the weekends and summer hours by augmenting reassigned time to be able to offer the more commonly used services.

Environment Needed to Meet These Goals

LATC and DISC

Both programs require a variety of dedicated areas in order to effectively provide their services to students. Large open areas are required for computer access and group interactions accessible to wheelchairs. Smaller rooms are needed for group tutoring/advising and individual, soundproofed rooms (that will accommodate one to three persons) are needed for individual study, practice, or tutoring. Any new space provided for these programs needs to supply appropriate acoustics, lighting, ventilation, heating, and air conditioning since these environmental conditions influence learning.

DISC activities must be integrated into the life of the campus as fully as possible in order to blur the line between those with and without disabilities. Overall the environment needs to be open, inviting, accessible and relatively quiet. It also needs to be located on the ground floor of the main building near similar programs and services to increase its visibility.

ACCESS

Currently situated on the first floor of the main building the program is well located as far as visibility is concerned. However, since it is in a remodeled area that is physically in the center space, it is also cramped, inaccessible to wheelchairs, and has very limited privacy. Ideally the environment should provide ample space for offices and interaction with students. Quiet space needs to be available for students to work with their tutors/mentors or in small groups, while larger spaces accommodating twenty or so students are also necessary. Comfort, confidentiality and security are essential components.

Pass the Torch

This program currently suffers from all of the environmental/ space difficulties described for the other two programs. In addition, the program is presently located in back of the Part-time Center on the second floor. Consequently, in addition to being crowded and potentially noisy, it is geographically isolated from both academic and student services programs. The environmental challenges for this program are similar to other tutoring/mentoring programs discussed. In addition, since many of the students taking advantage of these support programs also utilize other similar services, having all these programs in close proximity would facilitate communication and coordination.

EOPS

The program recently relocated into a newly remodeled space adjacent to and in some respects intermingled with counseling and several other student support services. Consequently, the environment is excellent and students are able to move easily from one service to another. The main problem is that the "front entry" to the EOPS office area is from outside the main building rather than from directly off of the center space on the first floor. This reduces the program's visibility somewhat and when feasible should be corrected.

Facilities and Spaces Required to Provide the Necessary Environment

In general, areas that are to be used by tutoring services need quiet locations where tutoring can be provided in many configurations including one to one and small group settings. These tutoring areas should be in a "center" with a reception and management area and in locations near special labs and learning activities. Spaces for presentations on study skills, brown bag workshops, and tutor training are also necessary.

Learning skills areas require standard classrooms and learning laboratory space that are integrated into the LATC along with other academic support services.

The original plans for Mission College called for all student services and programs to be located on the ground floor of the main building, physically encircling the center space. Every program involved remains committed to that vision and hope that as the campus is completed it will become a reality.

Support Services Required by These Spaces

In the future, as spaces are expanded, reconfigured, or built for these areas additional phone lines, computers, faxes, printers, and other equipment will be necessary. The LATC/DISC areas utilize computers heavily and will continue to require technical assistance to maintain them.

Technology Required for These Programs and Services

All of these programs utilize computers and related technologies to provide their services and/or to maintain records and track students being served.

319

Cluster 14: Academic Senate, Classified Senate, Student Government, and Staff Development

Statement of Purpose

The senates and student government serve as the representative voice of their respective constituencies in discussions with the college and/or district. The Staff Development Office and coordinator at Mission College organize FLEX activities for faculty and also fund and schedule professional and organizational development activities for all staff.

Educational Goals

- To use shared decision making throughout the institution and have all segments of the college work together collaboratively to identify future directions and trends.
- To meet changing staff and structural demands and allocate resources so that necessary and desired college programs and services are supported and maintained.

Currently Offered Programs and Services

The Academic Senate represents the faculty in academic and professional matters of the college and district. There are eleven areas of responsibility designated to the Academic Senate under the Educational Code/Title 5. The Board of Trustees for the district has agreed to rely primarily on the advice of the senate in those areas. The eleven areas include curriculum, degree/certificate requirements, grading policies, educational program development, standards/ policies regarding student preparation and success, faculty roles in college governance structures, faculty roles and involvement in accreditation processes, policies for faculty professional development activities, processes for program review/ instructional planning and budget development, and other academic and professional matters as mutually agreed upon.

It has fifteen members and meets weekly. In addition to its involvement in governance activities, the senate compiles and maintains a master committee list for the college and a library of state senate documents. It serves as the liaison to the West Valley College and state senates, conducts senate elections, and prepares/organizes senate functions.

The Classified Senate represents the classified staff in professional matters of the college and district. It engages in participatory governance and staff development activities that enhance the skill of classified professionals in order to contribute effectively in strengthening the goals of Mission College and the district. Specific areas of advisory purview need to be identified to better utilize the Classified Senate's expertise in college decision-making processes.

It has eleven members and holds regular bi-weekly meetings. The senate acts as a conduit, obtaining input from and providing information to its members regarding governance issues and senate activities. The senate appoints all classified staff representatives to committees. It holds an annual planning session that is open to all constituents and provides an

opportunity for all members to participate in the development of senate goals and to share information regarding the work of the senate during the year.

Student Senate members are elected every spring and each year the focus of the senate is determined by those participating. The Student Government focuses on improving the environment and activities for students on campus. Shared governance involvement is always a large part of the senate's responsibilities. Other activities center on various student clubs, community-related functions, and hosting/assisting with college events. A Mission College student serves as a trustee on the district's Board of Trustees.

The Staff Development office is primarily occupied with presenting FLEX activities during specified days each semester. It also provides professional development opportunities for faculty and staff throughout the year. Funding permitting, a Staff Development Mini-Grant committee regularly awards funds on a competitive basis for conferences and workshops. The coordinator at Mission also works collaboratively with her counterparts at West Valley College and the district to develop district-wide activities for all personnel.

Life Span of Identified Programs and Services

All of these programs and services are necessary to the functioning of the college and district. It is therefore anticipated that they will continue to be supported.

Current and Projected Enrollment or Participation in the Programs and Services

These programs represent all personnel throughout the college either directly or indirectly depending on their involvement in a specific activity. Although, for example, each senate represents its identified constituents, in a governance capacity, the senates generally are charged with considering the needs of the total institution rather than simply their individual segment. In that way the views of all groups are heard and included but the decisions made are a collaborative effort.

The Academic Senate currently has inadequate reassigned time for all the duties and responsibilities of the office. Additional reassigned time needs to be provided within the next year to ensure that faculty choosing to serve in this role are able to do so in a professional manner.

The Classified Senate currently has no support staff and needs to have at lest a half-time administrative assistant to aid the senate and its president in conducting business.

Environment Needed to Meet These Goals

To function effectively, participatory decision making necessitates a high level of trust in the other segments, a willingness to do what is best for the entire institution, and a dedication to helping achieve the college's mission and goals. Overall, the culture of the institution must support student success as an unalterable philosophy providing the foundation for every decision and plan made. All of these fundamental concepts

exist presently at Mission College, resulting in a supportive, collaborative environment that allows the college to thrive and grow.

Facilities and Spaces Required to Provide the Necessary Environment

Except for Student Government, which recently was able to move into new offices in the Campus Center, all other programs in this cluster are in need of new or expanded space.

Specific Needs Identified by Individual Departments in this Cluster

Academic Senate

The Academic Senate is presently housed in a small triangular office behind the telephone switchboard. The space is completely inadequate for the senate president and the secretary's desk does not even properly accommodate the computer equipment currently used.

Classified Senate

The Classified Senate has no dedicated space and no clerical support. The lack of any central office space is detrimental to the ability of the senate to maintain consistent general business practices and to function in an efficient and effective manner.

Staff Development

Staff Development is located on the first floor of the main building and although it has adequate space for the services it offers currently, it needs to expand to accommodate the increased demands for programs and services. As this area stretches to expand the scope and breadth of its professional development activities for all personnel throughout the college, it will need to have a more central location with space to accommodate more computers and some instructional space.

Support Services Required by These Spaces

The Classified Senate is the only one of these services that has no clerical support. Consequently, this organization not only faces the same difficulties with respect to space as others within the institution, it also is hampered by the lack of proper secretarial support to assist it in carrying out its functions.

In the future, as spaces are expanded, reconfigured, or built for these areas, additional phone lines, computers, faxes, printers, and other equipment will be necessary.

Technology Required for These Programs and Services

All of these programs utilize computers and related technologies to provide their services and/or to maintain records.

Cluster 15: President's Office, Office of Instruction, Student Services Office, Administrative Services Office, Marketing/Communications and Graphics Design Office, Workforce and Economic Development Office, Instructional Technology Office, Institutional Research Office, and Library Administration Office

Statement of Purpose

The offices included in this cluster have the overall administrative responsibility of ensuring that the college serves its constituents and, within the framework of its goals, accomplishes its mission. The majority of the administrators in these offices report to the college president. Some activities included under general administration are unique to Mission's environment, requiring the distribution of duties among a relatively small staff. The overall functions of planning and policy making, business (administrative) services, marketing/communications and graphic design, and research are included in this cluster. Facilities and Maintenance departments report to the district. The president, through the dean of administrative services, gives regular direction to these areas as well.

Educational Goals

President's Office

- To serve as the educational leader of Mission College.
- To support the college mission, provide direction, vision, and guidance to those reporting to him as well as to the college community.
- To maintain a visible relationship with the community, promoting the college and seeking external partnerships and resources.

Office of Instruction

- To provide leadership and administration for the maintenance and development of instructional programs to meet the educational and training needs of Mission College's students.
- To coordinate and support the planning, organizing, implementing, and evaluation of the instructional programs at Mission College.

Student Services Office

- To provide leadership and administration, general supervision, organizational development and support, for student programs and services designed to assist and

encourage students in the pursuit of their educational, occupational and personal goals.

Administrative Services Office

- To provide leadership in the development and implementation of the college budget, account for all college funds, and report on the financial status of the college.
- To help achieve the overall college goals and objectives by working with a variety of governance groups to develop and implement collegewide policies on budget and resource allocation.
- To act as the liaison with several of the district's administrative services units, including facilities and police.

Marketing/Communications and Graphics Design Office

- To support the college by designing the graphic elements and ads for the class schedules, designing major marketing pieces, and producing flyers and brochures.
- To supervise all college marketing, advertising (print, radio, and television), photography, public relations and public information.
- To work cooperatively with the district Public Relations Officer to facilitate the flow of information about the programs and activities occurring at Mission and visa versa.

Workforce and Economic Development Office

- To provide leadership for the initiatives, programs and services that assist in the development and availability of a qualified workforce.
- To support the ability of individuals, businesses, and communities to attain economic sustainability.

Instructional Technology Office

- To coordinate instructional services offered via computers on campus.
- To oversee television production and audio-visual services, maintenance and support of the college web sites, and all distance learning activities.

Institutional Research

- To coordinate and conduct the research needs of the college in the areas of educational, institutional and market research, and strategic planning.

- To provide data, analysis, and research support to Mission's governance bodies, committees, administrators, faculty and staff and to respond to requests for information on Mission College from internal and external sources.

Library Administrative Office

- To provide leadership for the overall daily operation of library services.

- To plan, organize, and direct the development of library programs and services and manages the allocation of resources within the library.

Currently Offered Programs and Services

The president advocates for and represents the college internally throughout the district and externally to the surrounding community and the state. He provides leadership to the administrative staff and support personnel in carrying out the instructional program, oversees the development and management of the college budget, gives direction in the maintenance and operation of the physical plant, develops cooperative relationships and partnerships with high technology companies and organizations, and develops new or expands existing financial resources to support the college. The president participates in a variety of governance committees/councils at Mission College. In addition, at the district level, the president participates on the Chancellor's Executive Management Team, the District Council and the District Budget Allocation Committee to assist in making overall college and district decisions.

The Office of Instruction oversees ten divisions with elected faculty chairs who have 50% reassigned time and who report to the vice president of instruction. Members of the instructional segment work collaboratively to establish a vision, standards, and academic direction for the college.

All disciplines/departments are discussed individually within other clusters. Every department continually evaluates and updates its curriculum to meet new student needs. Numerous illustrations of the results of this type of activity are evident throughout the college. For example, an active International Students program and a growing Global Studies discipline are helping to increase the globalization of the college's curriculum. Scheduling around student's working hours has resulted in a large evening college and Mission's Weekend College continues to expand every semester. Recently developed curricula in child development and teacher education are offering students new alternative careers. Distance learning via television, teleconferencing, or on-line courses is accelerating access to education for all students throughout the college's service area and beyond its boundaries. Increasing numbers of short-term courses and small unit certificate programs are being offered with more frequency as the college responds to the needs of its students and local businesses. The Office of Instruction strives to link Mission College's programs and curriculum development, faculty and staff selection, marketing, class scheduling and catalog production with established guidelines for the allocation of resources.

The Student Services Office and staff are organized to assist the college in its commitment to the success of students from diverse backgrounds. Student service professionals work in collaboration with instruction to create a learning environment that maximizes the development of the whole person. The faculty and staff in Mission's departments, divisions, and service programs provide leadership, coordination, and management to ensure that college resources are used to offer quality programs and activities to assist students in identifying, pursuing, and achieving their goals. Each program and service available to students at Mission College is discussed in other clusters.

The Office of Administrative Services supports the overall goals of the college by working with a variety of groups throughout the college to develop guidelines, policies and procedures for allocation of fiscal resources. The dean chairs and facilitates the College Budget Advisory Committee, and co-chairs the Facilities/Safety Committee and the Auxiliary Services Committees. In addition, the dean participates as a member of several college and district committees.

The Marketing/Communication and Graphics Design Office assists in providing marketing and advertising for numerous campus student clubs and activities at the college. It coordinates community outreach and special events with many on-campus groups. The office also maintains the campus archives. It assists departments in designing and writing marketing copy. Staff from this office also act as liaisons with outside groups, such as community volunteers, business and industry, and civic and governmental organizations.

The Workforce and Economic Development Office oversees workforce education and training, corporate partnerships and the leveraging of both college and industry resources. Direct support is available for both individuals and groups of students and customized training programs are developed and delivered to companies. A variety of programs and services are organizationally located within this office and are discussed in other clusters within this document.

The Instructional Technology Office maintains and supports over 850 computers, nine network servers, and over 75 different software applications. Currently, there are approximately 3,500 students each semester served by the High-Tech Center in the Campus Center and over 5,000 students are served via other classroom computers each semester. The Distance Learning program enrolls over 1,800 students each year, generates over 130 FTES, and continues to grow annually. The Instructional Technology Office worked with faculty throughout the college to create a Technology Plan to guide the college in the future so that it can meet its technology needs and link with a similar plan developed at the district level.

The Institutional Research Office validates skills assessment instruments; provides information and analysis in support of program review, matriculation, and accreditation; and monitors and evaluates progress in achieving goals in student equity and the Partnership for Excellence. Research studies are designed and implemented by this office in response to state and federal reporting requirements and the office provides perspective and informational support for various committees.

The Library Administrative Office provides leadership and support for the instructional and service programs offered by the library. The library is proactive and supports the college goals for improvement in the learning environment and in the use of technology. Resources and services are provided to students, staff and members of the community. (See other clusters within this document for further discussion of library services.)

Life Span of Identified Programs and Services

The responsibility of the administrative team to support and provide direction for all segments of the educational institution requires the continued presence and functioning of the offices within this cluster. Activities, programs, and services provided by the administrators and staff in these offices are necessary to ensure that the overall functions of planning, policy creation, and resource allocation are provided and that the college is able to fulfill its mission and goals in the future.

Current and Projected Enrollment or Participation in the Programs and Services

The programs and services offered via these offices affect all personnel throughout the college either directly or indirectly depending on their involvement in a specific activity. Although the number of individuals or groups impacted varies greatly, each area functions as part of a team to guide the college community.

President's Office

Although presently adequately staffed, the President's Office recently transferred one of its administrative assistant positions to another area. Consequently, in the next two to three years there will be a need to develop an assistant position within this office to accommodate the volume of work and outreach activities carried out by the president.

Office of Instruction

Administrative assistance within the Office of Instruction is presently limited to a classified administrator who will be retiring. This, coupled with the fact that the office supports all instructional activities throughout the college, has led to the need to create a position for an academic dean of instruction. This request will be made during the 2001-2002 year. In addition, the present vice president of instruction will be retiring the following year and will need to be replaced immediately, at least on an interim basis, to ensure continuity of service for the college. The present hourly position (presently filled by student hourly staff) needs to be converted to a permanent half-time position to provide ongoing support for the office and the new dean.

The Office of Instruction is also responsible for staffing levels at the Division Offices. As the college expands, and especially as it constructs new buildings, there will be a need for additional administrative assistants to provide secretarial support for the instructional areas. A current request for a new position was recently approved for fall 2001 and additional requests will be forthcoming over the next few years as new buildings are completed and opened.

Student Services Office

The vice president of student services has successfully upgraded the director of admissions position to a dean level and has modified the administrative assistant position in the office to parallel similar positions elsewhere in the college. However, there remains a need to review the overall student service administrative structure and develop a comprehensive plan to ensure adequate coverage. In addition, since the student service area is one that relies heavily on temporary and hourly support personnel, it is imperative that these staffing needs also be examined and a decision is reached concerning how and when to convert them to permanent status.

Office of Administrative Services

A full-time administrative assistant and a research analyst, two of the needed positions identified in the concept paper for this area, have been filled. However, there remains a need for at least a permanent half-time assistant in the office to assist the dean and analyst in providing necessary services to the institution.

Marketing and Graphic Design Office

The office has been approved to hire a full-time program assistant for fall 2001. In addition, there is also a desire to create a ten-week student internship position in the future to assist the graphic designer.

Office of Workforce and Economic Development

Since the development of the concept paper for this office, the dean of workforce and economic development has resigned and an interim dean has been put in place until the hiring process for the permanent position has been completed. No new staffing needs have been identified at this time; however, under new leadership the area will be reevaluated and formal requests may be forthcoming in the future through regular college fiscal and personnel allocation processes.

Office of Instructional Technology

To support current responsibilities, three new positions have been identified as necessary: a fourth lab faculty specialist (approved), a full-time network administrator, and two computer repair technicians. In addition, several new positions were outlined as being needed in the future to support anticipated new initiatives and expanded services. Since virtually all areas and service programs throughout the college increasingly rely on technology, all of the requests will have to be carefully reviewed to ensure that the required technical support is available to maintain equipment, software packages, and networks.

Office of Institutional Research

The increased demands for outcome assessment, strategic planning, and data production have all impacted this office and underscored its need for additional staff. A research technician

position has been approved, but has gone unfilled for over a year. A second analyst position and hourly programmers are both identified in the concept paper as being critical for this office in order to meet current and future needs of the college.

Library Administration Office

Unless the duties of the director are greatly expanded, the present staffing level is adequate. Continuing skills training and other professional development is a must for both the director and the administrative assistant.

Environment Needed to Meet These Goals

To function effectively the administrative team needs a caring and supporting environment in which to thrive. All partners must have a willingness to do what is best for the entire institution, and a dedication to helping achieve the college's mission and goals. Overall, the culture of the institution must support student success as an unalterable philosophy providing the foundation for every decision and plan made. All of these fundamental concepts exist presently at Mission College, resulting in a supportive, collaborative environment that allows the college to thrive and grow.

Facilities and Spaces Required to Provide the Necessary Environment

Space for every area in the college is extremely limited. Administrative offices are in various stages of development and as elsewhere exist in poorly designed spaces that have been remodeled to enable the office to function. The college should review the original plan for placement of administrative offices that was developed many years ago and evaluate whether or not it will meet the college's needs in the future.

Support Services Required by These Spaces

In the future, as spaces are expanded, reconfigured, or built for these areas, additional phone lines, computers, faxes, printers, and other equipment will be necessary.

Technology Required for These Programs and Services

All of these offices utilize computers and related technologies to provide their services and/or to maintain records.

Facilities, Personnel and Equipment Needs

General Collegewide Personnel Requests

- More custodial and groundskeeping personnel to maintain facilities and surrounding areas
- Additional lab aides (probably one per new lab initially with more added as dictated by student use

General Collegewide Equipment Requests

- Faster, state-of-the-art computers and software
- Technical support personnel to support and maintain computers and high-tech computer labs
- More support staff for the lab
- Increased clerical support for all instructional and student service areas

Cluster 1

Anthropology/ Sociology, Economics, History/Geography, Philosophy, Political Science, and Psychology

Facilities	Personnel	Equipment
Replace prefabricated structures with permanent buildings to create an improved learning environment. Increase the number of lecture rooms and labs (30 students each) and multimedia rooms. Increase number of large lecture halls equipped with technology for PowerPoint presentations. Increase number of classrooms with computers wired to provide Internet access. Cluster classrooms to enhance interaction and coordination of offerings. Improve sound insulation in interior classrooms in the main building and heating and air conditioning in the main and modular buildings. In the future: Create a laboratory classroom dedicated to anthropological studies. Create a dedicated classroom equipped for a Cognitive Neuroscience and Behavior (CNB) lab.	See general collegewide requests Program/Discipline Specific Personnel: Anthropology/Sociology 1 FT faculty shared by two areas approved for 2001 Geography Possibly 1 FT faculty in 5-7 years Political Science 1 FT faculty in 1-3 years Psychology 1FT faculty in 1-2 years	Program/Discipline Specific Requests: More up-to-date equipment Maps and related equipment be replaced. If the Psychology department obtains a lab it would require networked computers, appropriate software, and a variety of equipment to track psychophysiological recordings.

Cluster 2

Accounting, Business, Management/Supervision, Marketing and Real Estate

Facilities	Personnel	Equipment
Construct an additional building for this cluster and cluster #6 that provides increased space for hands-on computer labs (30-40 students) used for web-based and distance learning courses too. Provide large spaces appropriate for conferences and a large meeting space with public support spaces for 300-400 people with a serving kitchen. Increase the number of multimedia classrooms with Internet access and the number of sound-proofed, standard classrooms. Add 1-2 large, multi-use computer labs to accommodate 50-75 students per class. Add 1-2 more large lecture spaces (holding 75 to 200 students) with tiered seating that are fully equipped for multimedia presentations. Locate faculty and staff spaces adjacent to open labs. Create a centralized, large computer and networking center for individual class use.	Program/Discipline Specific Personnel: Business 1 FT faculty to replace retiring member 1-3 years 1 new FT faculty in 3-5 years Real Estate 1 FT faculty to replace retiring faculty in 3-5 years	Program/Discipline Specific Requests: All in cluster requested: Large tables in lecture classrooms Ten to twenty computers within the instructional and tutorial space New computer labs must be PC equipped in addition to Macs Increased numbers of overhead projection systems with Internet

Cluster 3

Fire Protection Technology, Health Occupations, and Physical Education/Athletics

Facilities	Personnel	Equipment
Health Occupations Create a 50-75 student EMT classroom with hospital ward setting and increased storage space for hospital equipment. Enlarge the existing nursing lab so that two skills labs can be scheduled concurrently. Install a classroom with two-way mirrors to allow observation of students developing therapeutic communication skills. Physical Education/Athletics Develop a dedicated soccer field. Repair the poor drainage and uneven surface of the playing fields and renovate the baseball dugouts. Construct team rooms, classrooms, fitness and dance labs adjacent to the gym. Health Occupations Remodel the interior space on the 2nd floor of the main building to accommodate a computer lab. Increase the number of multimedia rooms.	Program/Discipline Specific Personnel: Fire Protection Technology 1 FT faculty to replace retired faculty approved 2001 1 FT faculty to replace retired faculty in 2002 Possibly 1 FT faculty for EMT in 3-5 years Increased hourly lab assistants for EMT Health Occupations 2 FT faculty in Vocational Nursing and Psychiatric Technician approved to replace retirements in 2001 If an RN program is established: 1 Dean, 2 FT faculty, 10 Associate faculty, 4 clinical instructors and additional clinical assistants and lab aides will be needed to support the program. Physical Education/Athletics 1 FT faculty in Dance approved 2001 Increase Athletic Director reassigned time from 50% to 100% in 1-3 years Increase Trainer from PT to FT within 1 year Provide FT administrative assistant to provide support for the program and the Athletic Director in 1-2 years Provide additional maintenance personnel to maintain the new playing fields as they are created. Increase hourly support personnel before, during and after events.	Program/Discipline Specific Requests: Fire Protection Technology State-of-the-art computer software for discipline Health Occupations A portable multimedia projection unit Simulation equipment Physical Education/Athletics Playing equipment for softball, soccer and badminton; scoreboards for tennis and soccer A new computer for the Athletic unit Additional equipment for the fitness labs and gym One other college owned van

Cluster 4

Community Education, Contract Education, and Work Experience

Facilities	Personnel	Equipment
Co-locate Community and Contract Education in a new facility that includes adequate accessible space for conferences, classrooms, offices, and adequate storage with a minimum of 15,000 square feet of wired, networked space. Ensure that new building has parking convenient to the building.	Program/Discipline Specific: Work Experience 1 FT faculty in 1-3 years 1 FT Internship Coordinator 2-3 years	Program/Discipline Specific Requests: All in cluster requested: Additional computers, phones, faxes Storage space for equipment A scanner and production printer

3-13

Cluster 5

Biological Sciences, Chemistry, Engineering, Physics, Mathematics, and Nutritional Sciences

Facilities	Personnel	Equipment
Create a large lecture hall with line of sight (raked floor) to the front, equipped with a multimedia projection system. Increase the number of multimedia classrooms. Increase the number of computer labs. Remodel the existing space for Biology in the main building.	Program/Discipline Specific Personnel: Biological Sciences 1 FT lab technician 3-5 years 1 FT faculty in 2-3 years Chemistry 1 FT faculty to replace retired member 2003 1 FT lab tech 2003 Engineering 1 FT faculty shared with Physics approved 2001 Mathematics 1 FT faculty approved 2001 1 FT faculty for 2002 Increase lab aide from 50% to 100% in 1-3 years Nutritional Sciences Possibly 1 FT faculty in 3-5 years 1 FT administrative assistant shared with Hospitality Management and Retail Floristry in 1-2 years	Program/Discipline Specific Requests: All in cluster requested: High-end computers Biological Sciences Secure outdoor storage A greenhouse facility Chemistry A full functioning deionized water supply Mathematics Side-by-side blackboards in lecture classrooms

Cluster 6
Manufacturing Technology, Computer Electronics Technology, Computer Information Systems, Computer Applications, Design Drafting, Computer and Information Technology

Facilities	Personnel	Equipment
Construct a new building for this cluster to share with cluster #2 that provides office space, meeting areas, storage and support staff spaces adjacent to each other. Increase the number of computer labs and provide expanded space to test and repair equipment. Remodel student work areas for students with disabilities. Provide additional classroom/lecture space and multimedia classrooms. Create 1-2 large lecture halls with line of sight (raked floor). Remodel and rewire existing labs.	Program/Discipline Specific Personnel: Manufacturing 1 FT faculty to replace member 2002 Computer Electronic Technology Increase Technical Specialist from 80% to 100% 2002 Possibly 1 FT CNT faculty in 3 years Computer Applications Possibly 1 FT faculty in 2-3 years Computer Information Technology 1 FT faculty in 2-3 years	Program/Discipline Specific Requests: All in this cluster requested: Ergonomically sound instructor workstations 10 to 20 computers for the instructional and tutorial space State-of-the-art equipment A plan to update equipment/software regularly

Cluster 7

Communication Studies, English, Reading, and English as a Second Language

Facilities	Personnel	Equipment
Provide increased lab space, computer rooms and multi-media rooms. Improve sound insulation, heating and ventilation for classrooms. Create a classroom that has video recording capability. Create a room that have large screen projection capability. Provide performing space for Communications and Reading disciplines. Network the connections between performance or presentation spaces and lecture/lab spaces.	Program/Discipline Specific Personnel: Communications Possibly 1 FT faculty in 3-5 years English 2 FT faculty to replace retirements approved for 2001 Reading 1 FT faculty approved for 2001 1 FT faculty to replace retiring faculty in 3-5 years 1 50% faculty position to support and grow the Reading Lab English as a Second Language 1 FT faculty approved for 2001 2 FT faculty in 2-3 years	Program/Discipline Specific Requests: All in cluster requested: Video recording, sound amplification systems Replace equipment in Foreign Language Lab (used by many in this cluster)

Cluster 8

Music, Foreign Language, Humanities, Art, Graphics and Multimedia Design, and Graphic Arts

Facilities	Personnel	Equipment
Construct a new Cultural, Technical and Performing Arts building. Provide increased numbers of computer labs and multimedia rooms. Design spaces/labs for painting, drawing, and printmaking. Create performance space for the Reading Theater and Communication courses. Provide a space for guest speakers and other performing artists. Install a full recording studio. Create a new, updated foreign language lab.	Program/Discipline Specific Personnel: Music Possibly 1 FT faculty in 3-5 years Foreign Language 1 FT faculty in Vietnamese approved for 2001 1 FT faculty in Spanish to replace faculty in 2002 Art 1 FT faculty to replace faculty in 2002 Graphics and Multimedia Design 1 FT faculty approved for 2001	Program/Discipline Specific Requests: Music Upgrades in the piano /computer lab and concert grand piano. Video recording, sound amplification systems, etc. Foreign Language Computerized language system with digital audio and video capabilities Humanities Classroom maps, or access to multimedia room Graphics and Multimedia Design Computer animation and digital video equipment.

Cluster 9

Hospitality management, Retail Floristry, Child Development, Global Studies, and Library Instructional Services

Facilities	Personnel	Equipment
Enlarge the facility for Hospitality Management: expand dining room and add at least one more laboratory. Install new carpeting and permanent signage for Hospitality Management and the Owl Cove Café. Increase the lab space for Retail Floristry with water, refrigeration, and overhead demonstration mirrors. Update outdoor play areas for existing Child Development Center on the west side of the main building and correct the lighting and ventilation system in the center's portable buildings. Provide a few rooms that have small groups of computers rather than large computer labs for more individualized learning.	Program/Discipline Specific Personnel: Retail Floristry Replace part-time Coordinator at once Possibly 1 FT faculty in 5-7 years Child Development 2 FT lab instructors approved for 2002 2 FT Specialists approved for 2002 Global Studies Possibly 1 FT faculty in 3 years	Program/Discipline Specific Requests: Retail Floristry Demonstration mirrors, refrigeration and storage space, and access to water Child Development Fully furnish new Child Development Center

Cluster 10

Admissions, Cashiers, Records, Financial Aid, Veteran Services, and Career Placement Center

Facilities	Personnel	Equipment
Expand storage and office space. Separate and expand the service areas of this cluster to increase accessibility. Provide sufficient workspace, and ensure a secure area is available for handling cash.	Program/Discipline Specific Personnel: Admissions, Records, Financial Aid Increase 2 Student Services Technicians to 12 months Increase 1 Records Advisor to 12 months Increase 1 Records Advisor approved 2001 categorical funds Increase 1 Financial Aid Advisor approved 2001 categorical funds Career Placement Center 1 FT Job Developer in 1-3 years All areas in this cluster Convert hourly to regular permanent positions	Program/Discipline Specific Requests: All in cluster requested: Increased numbers of phone lines Upgrade printers, shredders, and copiers to handle high volume usage

Cluster 11

Matriculation/Assessment Services, Counseling, Transfer Center, Articulation Office, and Institute for International Studies

Facilities	Personnel	Equipment
Construct a new Contract Education/Community Service building to include space for a Conference Center and the Institute for International Studies. Expand the space for the Student Ambassador program.	Program/Discipline Specific Personnel: Matriculation/ Assessment 1 FT faculty Testing Coordinator approved for 2001 Increase Educational Testing Specialist to 12 months Counseling 3 FT counselors to replace retirements approved for 2001 3-4 FT counselors to replace anticipated retirements in 2-4 years Transfer Center Acquire permanent funding for Transfer Director and Outreach Coordinator in 2002 1 FT classified for Student Ambassador program 1-3 years Institute for International Studies 1 FT Advisor in 1-2 years 1 FT Dean for international programs in 1-2 years	Program/Discipline Specific Requests: All in cluster requested: New or upgraded computers Upgrade printers and copiers to handle high volume heavy usage

Cluster 12

Student Health Center, Library Services, Television and Audiovisual Services, Distance Learning, and Global Education

Facilities	Personnel	Equipment
Expand the Student Health Center space. Provide space for a Global Awareness Center.	Program/Discipline Specific Personnel: Student Health Center Increase hourly RN coverage for weekends Possibly 1 part-time Health Educator in 1-2 years than could become FT in 5 years 1 FT Personal Counselor in 3 years Library Services 1 FT Public Services Librarian approved for 2001 Possibly 1 FT librarian in 3-5 years Possibly increase number of LMTs in 3-5 years Television/Audiovisual Services 1 FT Television staff in 3-5 years 1 FT Audiovisual staff in 3-5 years Increase in hourly support next year Distance Learning 1 FT Instructional Designer lab faculty specialist approved for 2001 Possibly 1 FT faculty in 3-5 years	Program/Discipline Specific Requests: Global Education Computer Digital cameras

Cluster 13

Learning Assistance and Tutorial Center (LATC) and Disability Instructional Support Center (DISC), ACCESS, Pass the Torch, and EOPS

Facilities	Personnel	Equipment
Remodel the entry to EOPS so that it can be accessed from the center space on first floor. Relocate LATC/DISC to the ground floor of the main building. Create large open spaces for wheelchair access in LATC/DISC labs. Include adequate spaces for presentations on study skills, workshops, and tutor training. Ensure that LATC/DISC is relocated as close as possible to the handicapped parking areas.	Program/Discipline Specific Personnel: DISC 1 FT faculty approved for 2001 Increase FT faculty to 11 or 12 months when possible ACCESS 1 FT Counselor/Academic Coordinator approved for 2001 Pass the Torch Possibly increased reassigned time for discipline specific coordinators	Program/Discipline Specific Requests: All in cluster requested: Computers capable of handling heavy use and large amounts of software

Cluster 14

Academic Senate, Classified Senate, Student Government, and Staff Development

Facilities	Personnel	Equipment
Create a larger space for Academic Senate that will include separate offices for the academic senate president and the administrative assistant. Create a central office space for Classified Senate. Provide storage space for both Senates to store files and informational materials. Relocate and expand the Staff Development area to increase its visibility and accessibility to faculty and staff.	Program/Discipline Specific Personnel: Classified Senate Clerical support staff in 1-2 years, possibly part-time and shifting to full-time in 3-5 years	Program/Discipline Specific Requests: Academic and Classified Senates New or upgraded computers and printers Office furniture

Cluster 15

President's Office, Office of Instruction, Student Services Office, Administrative Services Office, Marketing/Communications and Graphic Design Office, Workforce and Economic Development Office, Instructional Technology Office, Office of Institutional Research, and Library Administration Office

Facilities	Personnel	Equipment
Relocate the administrative offices for the President, Vice President of Instruction, Dean of Administrative Services, Dean of Workforce and Economic Development, Dean of Instructional Technology and Distance Learning, Dean of Community Education, Director of Marketing and Graphic Design to the Third floor of the main building.	Program/Discipline Specific Personnel: Office of Instruction 1 FT dean in 2002 1 FT Vice President of Instruction to replace retirement Increased clerical support staff possibly PT and shifting to FT in 2-5 years. Office of Student Services 1 FT Dean of Admissions and Records (check title) approved for 2001 1 FT VP of Student Services to replace retirement in 1-2 years Office of Workforce and Economic Development Possibly add dean in 1-2 years Instructional Technology Office 1 FT Dean of Instructional Technology and Distance Learning to replace interim approved for 2001 1 FT administrative assistant for office approved for 2001 Office of Institutional Research 1 FT Research Analyst in 1-2 years General instructional area 1 FT administrative assistant approved for 2001	Program/Discipline Specific Requests: All in cluster requested: New or upgraded computers for new staff and/or new offices Office furniture for new staff and offices

External Trends

A number of emerging and existing external forces will continue to impact Mission College in the coming years. Some of these have been recognized in the past and are already an ingrained part of the college. Others are new and will have effects that are just beginning to be recognized.

1. Institutions of higher education, especially community colleges, are becoming increasingly student centered, emphasizing learning rather than teaching.

Implications for Mission College

If the purpose of education is to improve and expand student learning, there must be flexibility for students and faculty. It requires assessment of students' abilities and skills as well as the development of learning outcomes centered on what a student does know or can do. This shift in educational theory sees faculty as coaches or managers of the learning process, rather than the sole provider or authority of knowledge. Using this point of view, instructors are seen as facilitators, as providing new learning opportunities for students in a system that is predicated on student convenience rather than on the desires and requirements of faculty. (O'Bannion: Workplace, Winter, 1996)

Such an emphasis, that places learning first, was delineated as a cultural value in the original master plan for Mission College (the "blue" document), and more recently made a part of the institutions' Core Values and Goals. (See 1 and 2, Mission College Core Values and Goals, 2000-2003). It places greater stress on faculty and institutions involved in higher education. Those that are unable to modify their roles may find themselves by-passed by learners (e.g., declining total enrollments or fewer sections filling for a given instructor). Likewise, students may be resistant to not having "a sage on the stage" for an instructor, because they must take responsibility for their learning. Since learning also occurs outside of the classroom, responsibility for learning becomes shared with non-faculty. Finally, certifying learning (in competencies, levels, or degrees of achievement) may provide a substantial challenge to continued public support of colleges as evidenced by the increasing demand for faculty and institutions to provide proof of learning progress.

2. The current and future labor force will require mastery and application of basic skills, learning skills, advanced technical skills, communication skills, and skills working with others.

Implications for Mission College

The increasingly large numbers of immigrants to California, especially Silicon Valley, who are poorly prepared/educated, coupled with the growing demand for highly trained employees, has created a gap in training that most frequently falls to the community colleges to rectify. This contrast has been well documented in labor market studies and substantiated by continuing interactions between Mission College and the surrounding businesses it serves. Results are evident in the student demographics discussed earlier in this master plan by the high proportion of students enrolling at Mission who desire training in specific competencies that make them employable or who matriculate to obtain or upgrade skill sets enabling them to keep or advance in jobs. In either case, whether the job market is expanding or the economy is experiencing a downturn and jobs are somewhat limited, the competition for skilled employees will lead to an increasing need for the programs and services offered by Mission College.

Specifically, curricular changes should be made to:

- increase the emphasis on basic skills and critical thinking skills,
- increase the availability of outcome-based evaluation so that students who demonstrate mastery of identified competencies receive certification to present to prospective employers,
- develop associate of arts degrees in non-vocational areas so that students would be better able to substantiate their learning,
- place more emphasis on the value of educational planning with students,
- provide more instruction in work ethics, career counseling, and basic skills,
- improve marketing of the college, especially of the weekend college offerings and Mission's short-term, intensive training programs for career changing adults, and
- reward teaching excellence.

3. Enrollments are projected to continue to increase at Mission College with the vast proportion of students being working adults commuting into Silicon Valley to work and obtain education/training either at an educational institution or at their work site. Students will continue to be ethnically diverse, non-native speakers of English, who are upwardly mobile and desire on-demand programs and services.

Implications for Mission College

Although growth rates are predicted by the state, the forecast is based on the district, rather than Mission College specifically. (state (See Research and Analysis, Chancellor's Office, November 1999.) Given Mission's location, its numerous outreach to the community via Contract Education and other programs, its flexible scheduling of courses and services, and the dedication of faculty and staff throughout the college to serve students, the college anticipates higher enrollment rates than state forecasts predict, at least through 2010.

As a result, faculty, staff and administrators will need to examine if and how learning can become more successful for diverse populations, especially those with Asian or Hispanic backgrounds. The college will need to strengthen its counseling, assessment and placement programs and begin critically evaluating its ability to develop processes for monitoring and being held accountable for learning.

The college will need to plan for serving more students, for enrolling larger numbers of disabled students and students requiring remedial and developmental work. The space limitations imposed by the design and construction of the single main instructional building at Mission will increasingly impact the college's ability to meet many of these demands brought on by growing enrollments. Finally, the college will need to continue emphasizing its creative abilities to provide the convenient and high quality programs and services upon which it was founded.

4. The demand for providing programs and services on a synchronous or asynchronous basis to students over distance

will have profound effects on traditional teaching and learning strategies employed at educational institutions.

Implications for Mission College

The use of technology to provide or enhance education and the provision of services has greatly increased opportunities for learning by more people. Students are attracted to distance learning for numerous reasons, especially the fact that they are time, pace, and place free. Rapid advances in telecommunications have largely eliminated boundaries and, in many cases, have almost dragged resistant institutions into utilizing these new methodologies in order to survive.

Fortunately, Mission College has been on the cutting edge of much of this technology due to its location in Silicon Valley where much of it was created and perfected. In addition, Mission's innovative faculty and support staff, who are always willing to try new, state-of-the-art equipment, software, and other technologies and methods, have developed new programs and services designed to respond to local community needs. Distance learning supplied by television, video-conferencing, and the Internet has grown significantly in recent years.

Probably the institution is merely seeing the "tip of the iceberg" at the present time with respect to technology and its potential impact on its ability to serve students. The need for continuous up-dating and professional development training on the use of telecommunications in the teaching-learning process is growing almost exponentially in relation to the development of new programs and services. Policy issues centering around future direction of resources (constructing buildings vs. building telecommunications capacity and networks, or both) and planning/responding to needs for expensive new or replacement technology loom high on a list of future discussions that will need to continue over the foreseeable future.

Providing year-round, 24/7, learning opportunities for students, dealing with the increased needs of faculty and staff for telecommuting instead of coming in physically to complete work, and developing adequate standards for student achievement all will need to be addressed soon. Tuition based on residence, resource allocation based on contact hours or "seat time" and other considerations will need to be reviewed in light of their meaning and application in distance learning.

5. Growth and employment opportunities in Santa Clara County will continue to impact significantly the enrollments and programs and services offered at Mission College. Welfare reform will continue to have important consequences for California, local communities, and community colleges.

Implications for Mission College

As documented previously in this master plan, organizations that regularly project job growth (i.e., ABAG, SVMG, etc.) have predicted appreciable job growth in the South Bay between 2000 and 2010. Of the huge numbers of new jobs forecast, Santa Clara County alone expects to gain the most new jobs through 2020 and it tops the charts among counties with new jobs in the services sector and manufacturing/ wholesaling. The majority of the new jobs in Santa Clara will be in Mission's service area or will be in relatively close proximity so that students will have easy freeway access to the college.

As a result, the college should expect to see:

- Increasing numbers of students wanting to take classes, especially business related, via distance education or on weekends.
- Higher needs for teachers and teacher-training programs.
- Increasing demands for entrepreneurial training, international and e-commerce trade opportunities, and more courses on establishing and operating small businesses.
- Larger numbers of all staff desiring to telecommute.
- Growth in the need for child care at approved centers by skilled and trained individuals.
- More need to develop customized training programs for welfare recipients.
- Greater needs to access federal and state aid funds to provide programs and services.
- Increasing opportunities for partnering between Mission College, government agencies, and local employers/ businesses.

Internal Trends from Concept Papers

The following statements, taken from the Concept Papers, present topics and ideas that have been repeated in one form or another in many of the individual documents. They have been sub-divided into three major categories: instruction, student services, and administration.

Instruction

- Classroom space for instructional purposes needs to be expanded. Although on-line/distance learning opportunities enable departments to expand services, the nature of the instructional process will also probably remain hands-on and the teacher-centered interaction will continue to be an integral and irreplaceable learning experience for students in the future.
- Facilities must mirror those in the community by being welcoming, easily accessed, attractive and comfortable.
- Faculty will need office spaces that are private, attractive, functional, and reflect the professionalism of the teaching/learning environment.
- Students will continue to arrive at the college less prepared to benefit from college classes and, as a result, basic skills education will need to expand and become more diverse.
- Class scheduling must provide courses at times and locations that are convenient to students and produce the highest efficient use of space possible.
- Graduation requirements need to be re-evaluated college-wide and criteria / expectations for graduates need to be identified.

- Expansion of technology has created a need to infuse all classrooms and laboratories with the capability to network.

- It is essential to devise strategies that will continue to encourage the rapid mainstreaming of learning disadvantaged students in order to enable them to benefit from and rapidly complete the college's courses and programs.

- In the next two years, some programs will need to examine their continued viability (e.g., Management and Supervision, Retail Floristry, Manufacturing, and Philosophy.

- A continuous review of the changes in the health care industry must be undertaken in order to maintain program viability in this educational area.

- Obsolete laboratories cannot provide student experiences that are appropriate to the needs of students training for 21st century jobs. A plan needs to be put in place that will ensure the regular replacement and upgrade of computers and laboratory equipment.

- Web sites need to be continuously updated and those departments who have no web site presence should develop a site.

- Non-traditional course scheduling, including short-term classes, modular programs, and high intensity learning experiences should continue to be supported and offered in a variety of disciplines.

- Given the colleges' location in Silicon Valley, it is appropriate that there is an emphasis on technology and related programs at Mission College. However, the college needs to be vigilant and ensure that the curriculum is balanced, the college complete, and programs maintain adequate space or facilities so that the quality of Mission's programs and services remain high.

- A variety of disciplines need to schedule classes so that students can complete all requirements to obtain a certificate or degree via distance learning or on weekends.

- The path for transitioning ESL students into English needs to be corrected to permit access for all students.

- Basic skills classes need to be increased, particularly at the lower levels.

- Lifelong learning has replaced lifelong employment. The work environment requires that employees and businesses "reinvent" themselves continually.

- Contract Education and Community Education need to become more collaborative.

- Individualized, self-paced instruction will become increasingly important as an instructional delivery alternative.

- Faculty should continuously seek new methods of instructional delivery and new ways of serving the complex needs of students.

- Increasing numbers of jobs will be reliant on technology and technology training must be appropriate to address this need.

- The workplace of the future, including the college itself, will require employee flexibility, and adaptability, with retraining a continuous process.

- There will be increasing numbers of working students matriculating at Mission College, expanding the need for additional job placement and career counseling services.

- Because they seek opportunities for employment in or near their homes, a higher percentage of women will continue to come to the college, attracted by new curriculum in Child Development, Retail Floristry, Computer Applications, and Multimedia Graphic Design/Web Design programs.

- The recent downturn in the local economy will provide an influx of students who will be anxious to "get in and get out" quickly to beat others to the next available job by improving their qualifications.

- Departments need to demonstrate careful analysis of existing offerings, complementary planning across all major programs, and clear systems for collaboration internally and externally.

- Departments need to actively pursue market trends and develop certificates and courses ahead of the curve.

- New curricula needs to be evaluated with regard to the core values and goals developed by the college community.

- Disciplines need to periodically and regularly assess the availability of second level courses so that students can complete requirements in a timely manner.

Support Services

- Coordination between instructional programs and support services must be a continuous process in all areas of college operations.

- There will be an increasing demand to address the needs of student parents, particularly single parents, by providing child care and parenting courses.

- Students are older, more diverse, traveling greater distances to attend college and they require special services that take these factors into account.

- There is a need for more computer-based systems to support student services, track students, and expand services to students. Students with disabilities will continue to need innovative and increasingly diverse support services.

- Ethnic minorities, especially Asian and Hispanic, are the fastest growing segment of Silicon Valley.

- Student assessment is a vital component of successful education.

- Increased emphasis needs to be placed on improving high school student enrollments by offering larger numbers of sections during the day and by continually building the competitive athletics programs.
- There is an increased need for counseling and support for all segments, particularly noted in athletics, math and child development.

- Departments need to work with counseling staff to educate them on the advantages of their courses and programs, especially those that are newly developed or are targeted at specific population groups.

- The increasing use of technology must be expanded into student services to enable students to obtain counseling services, to be admitted to the college, and have access to tutoring services via distance learning.

- Student services needs to regularly assess its staffing needs and take appropriate steps to convert, when possible, hourly staff to permanent positions.

- The Student Services Advisory Team and the Instructional Advisory Team need to work together collaboratively on a regular basis to improve the programs and services available to students.

Administration

- Continued emphasis on partnerships and collaborative arrangements between the college and the community will permit the institution to maximize financial and human resources, since alternative funding sources are essential to the survival of the college

- Continuing education / professional development for all staff will be an on going process in the next decade and critically important to the full use of technology in the classroom and throughout the college in general.

- Organizational structure needs to be reviewed regularly and revised in response to changing internal demographics.

- Placement of departments in particular divisions needs to be reexamined and the placement of disciplines/ programs such as Global Studies, Child Development, and business-related programs needs to be assessed with respect to better meeting student needs.

- It is hard to locate and retain associate faculty in some disciplines due to minimum qualification requirements (that are beyond what applicants should be expected to hold). Locally inflated industry salaries also directly affect the college's ability to attract and retain both associate and hourly employees. Hourly salary schedules need to be reexamined and standardized across the district/college.

- A centralized plan to provide technical support and regular replacement of computer laboratory hardware and software needs to be generated and communicated to the college.

- An "emergency response" procedure needs to be developed to provide immediate support for faculty that experience difficulties with hardware or software during class meeting times.

- Continued collaboration between faculty, the Dean of Workforce and Economic Development, and the college Grants Liaison Officer needs to occur to provide additional revenue streams for programs and services throughout the college.

- The college needs to work with the district Facilities and Planning Director and the Land Corporation to develop strategies for completing Mission College, especially constructing the proposed Cultural, Technical and Cultural Arts Performing Center.

- The facilities portion of this master plan needs to be supported college and districtwide.

Steering Committee Recommendations: Individual Clusters and Units

The Educational and Facilities Master Planning Steering Committee reviewed and discussed each of the Concept Papers written by the various units throughout the college. Based on that evaluation, and guided by a variety of benchmark documents, the Steering Committee made the following recommendations in each cluster of programs and services.

Cluster 1: Anthropology/Sociology, Economics, History/Geography, Philosophy, Political Science, and Psychology

The Global Studies program is currently offering courses, many of which are social science in nature; however, there is no obvious interrelationship with any of the social science departments or with the Social Sciences Division. (See Cluster 9 for additional recommendations for Global Studies.)

1.1 It is recommended that all disciplines and/or departments in the Social Science areas work to enhance their relationship with Global Studies.

The current use of technology across these disciplines, the anticipated future growth in enrollments, and the desire expressed by faculty, staff and students for increased accessibility to computers and multimedia classrooms all emphasize the need for more equipment, software, and technical support.

1.2 It is recommended that the college regularly update its Technology Plan and that each of the disciplines in this cluster evaluate its need for incorporating distance learning techniques into its curriculum.

The Sociology/Anthropology department indicated a future need for a dedicated lab for Anthropology and a space for a museum. The Psychology department identified the need for space for a possible dedicated neuroscience lab.

1.3 It is recommended that any decisions made by departments to expand curriculum requiring the development of dedicated labs or new specialized space be considered carefully as part of the curriculum review process by the Academic Senate (or its designee) and the college planning council (GAP) to ensure that sufficient support will be provided to the discipline and adequate space or facilities can be identified.

Currently the college is severely limited with regard to space, particularly lecture space, and is presently actively investigating the possibility of shifting from the present eighteen-week academic calendar to a compressed sixteen-week calendar in the next couple of years, necessitating instituting scheduling guidelines in future semesters.

1.4 It is recommended that the disciplines in this cluster coordinate their efforts when scheduling offerings so that classrooms are well utilized and students can enroll in multiple courses across departments.

Cluster 2: Accounting, Business, Management and Supervision, Marketing, and Real Estate

Currently the business related departments are separated organizationally into two separate divisions (Technology and Commercial Services), resulting in communication problems.

2.1 It is recommended that in the future, the General Business, Management and Supervision, Accounting, Marketing, and Real Estate departments reunite under one cohesive division with a well-defined course of study for the benefit of students.

The Management and Supervision department has been experiencing varying enrollments for some time.

2.2 It is recommended that in the next two to three years the Management and Supervision department conduct field research and program review to decide on the viability and future direction of the program.

Mission College students, faculty and staff have had to utilize inadequate instructional space for over twenty years. Although remodeling efforts by the district and college of the main building and the 35-year-old modular classrooms have helped, they have definite limits on their use. After so many years the remodeled areas now require remodeling. There is currently no single facility that houses state-of-the-art lecture classrooms along with computer laboratories that are easily accessible to instructional programs.

It is recommended that:

2.3 within the next three years, representative faculty from the departments in this cluster meet with similar faculty in the Technology Division (cluster 6) to discuss shared needs.

2.4 a subcommittee of the Facilities and Safety Committee work with the faculty to develop criteria and guidelines to assist the committee in planning, obtaining funds for, and constructing a new permanent lecture classroom building to replace the modular buildings.

300

Cluster 3: Fire Protection Technology, Health Occupations, and Physical Education/Athletics

In anticipation that an off-campus fire-training academy will become a reality in the next four years, the department should participate with the various planning bodies at the college to address the impact of constructing such a facility.

It is recommended that:

3.1 the faculty in this department begin to identify formally some of the necessary support services for the new facility and initiate discussions with the Division Chair Council, the College Budget Advisory Committee and the Governance and Planning Council so that future resources can be made available as needed.

3.2 the department work closely with the Facilities Safety Committee to determine the secondary impact of moving some of the program(s) to an off-site location and to determine how the college will be able to meet any interim needs.

In its future plan, the Health Occupations department included a recommendation to develop a career and program ladder from the existing vocational nurse program to a proposed registered nurse program. To initiate such a program, the department will need to address a number of concerns raised by the Steering Committee (i.e., curricular direction and space, costs).

It is recommended that:

3.3 the department consider a variety of delivery options for this program, including distance learning options, and work with RHORC, among other resources, to explore developing curriculum that addresses other emerging health issues and to build labor market driven initiatives in health occupations.

3.4 in the future, if the department wishes to initiate a registered nurse program, that it completes the process with the Academic Senate for a new program and then develop and present a realistic plan, including a timetable and budget, to the Division Chair Council and GAP.

3.5 the department work closely with related natural and social science disciplines to ensure that any curriculum necessary for the support of the health occupations program plan be developed.

Given the need for equity in athletic sports teams (Title 9) and the fact that increasing numbers of high school students will be attending Mission College in the future (due to construction of new facilities and the addition of a Middle College, the college recognizes and supports the continued development of a varied athletic program for the college community.

It is recommended that:

3.6 the Athletic Director regularly present a progress report to the Governance and Planning Council and inform the council of the department's future plans.

3.7 the athletic director work with the vice president of student services and the department chair of counseling to determine the best way of meeting the need for increased counseling support for student athletes.

3.8 the athletic director work with the Instructional Advisory Team and the Division Chair Council to expand the number and variety of daytime classes offered to better meet the educational needs of the college's student athletes.

Rental of college facilities occurs on a regular basis throughout the academic year. Although a procedure is in place for gaining approval for such leased space, programs are sometimes adversely affected. This is particularly true of the gymnasium that is primarily used by the Physical Education and Athletics department.

3.9 It is recommended that affected departments provide input into the creation/modification of a facility-scheduling plan so that community events are scheduled appropriately in relationship to the credit programs.

Cluster 4: Community Education, Contract Education, and Work Experience

Given the anticipated growth of several programs offered by Community Education, the area would benefit from undertaking some strategic planning.

It is recommended that:

4.1 Community Education work to delineate its niche in the college and community so as to ensure that it continues to develop programs and services that meet identified needs.

4.2 Community Education develop a master plan for offering pre-collegiate ESL and basic skills to bridge the offerings from the Adult Education level to the Mission College level.

Since many of the space and support service requirements of both Contract Education and Community Education are similar, the two areas need to coordinate their efforts to provide facilities at Mission College that will benefit both programs, the students, and community they serve.

4.3 It is recommended that: over the next year, these two programs work together to strategize how they could best coordinate the facilities needs of the two areas and submit a proposal with an appropriate timeline to GAP by no later than fall 2003.

Work Experience at Mission College has been a program without full-time faculty leadership.

It is recommended that:

4.4 the college plan how to stabilize and systematically grow the Work Experience program. The plan should include procedures/timelines for ensuring full-time faculty coordination.

4.5 the college Academic Senate, together with the Curriculum Review Committee and the Division Chair Council, initiate and facilitate a college-wide discussion of service learning with the intent of bringing forth a recommendation when the broader discussion of Mission's graduation requirements is held in the next year or two. If a recommendation is made to offer service learning experiences at the college, it should include language on how it could be incorporated with Work Experience.

Cluster 5: Biological Sciences, Chemistry, Engineering, Physics, Mathematics, and Nutritional Sciences

Due to the expected future growth in the natural sciences and the fact that a new Science and Technology building will be opening in late 2002, the next couple of years afford a valuable opportunity to these programs to do some future coordination and planning.

5.1 It is recommended that the Biological Science, Chemistry, Engineering, Physics, Mathematics, and Nutritional Science programs perform an assessment of first and second level course needs and design courses and/or programs that meet these needs.

Since the new Science and Technology structure will be separated from the main building, isolation of the science faculty and staff from the rest of the college community may become problematic and will very likely need to be addressed by the college in the future.

5.2 It is recommended that over the next two years the college community begin discussion on the impact of the campus facility plan on communication between disciplines and reexamine the original cultural design for Mission College that required integrating discipline faculty throughout college structures.

The Engineering program needs consistent leadership to grow. Fulfilling the department's request to hire a new full-time faculty member that will be shared with Physics will assist in providing direction for the Engineering department; however, the program and curricula also need to be critically evaluated in the near future.

It is recommended that:

5.3 the Engineering department work with Physics and once the new full-time faculty member is hired develop a plan for the future of this program. The plan should address the theme: What can Engineering be at Mission College? It should also include plans to connect department students with MESA and other support programs for student success; explore the future of GIs and embedded chip curriculum; and show how the department will interface with related programs at the college.

5.4 Engineering and Physics thoroughly explore the advantages and disadvantages of organizationally combining the two disciplines and bring forth a recommendation to the Academic Senate, Curriculum Review Committee, Division Chair Council and GAP.

The Mathematics department identified a number of issues of concern to them that form the basis for the following recommendations.

It is recommended that:

5.5 the Mathematics department integrate strong math skills assessments and, where appropriate, establish pre-requisites for its courses.

5.6 Math internally explore delivering applied and refresher math curriculum in a variety of modes.

5.7 the Math department identify some of their faculty to meet with the Counseling department to determine their training needs and how best to meet them.

5.8 the Math department work with the Library to locate new resources appropriate for its students

Several disciplines throughout the college utilize tutoring services that are offered in numerous labs at Mission College.

5.9 It is recommended that Mission's Dean of Administrative Services establish a college committee to collect all hourly salary schedules used to pay assistants, tutors, and students; evaluate their use and effectiveness; and make recommendations to GAP and the president for any needed revisions.

Cluster 6: Manufacturing Technology, Computer Electronics Technology, Computer Networking Technology, Computer Information Systems, Computer Applications, Design Drafting, and Computer Information Technology

The disciplines in this cluster have experienced marked, almost explosive, growth in their programs over the last three or four years. In addition, several disciplines have the need to offer courses in similar areas and there is an increasing need to strategize curricular and program development to avoid confusion for the college and its students.

It is recommended that:

6.1 for the benefit of students, the CET, CIS, CNT, Computer Applications, and newly approved CIT area faculty develop a plan to organize these programs into a comprehensive department or division. The plan should contain clear career ladders and courses of study, including an articulated system of degrees and certificates using traditional as well as alternative delivery methods.

6.2 the Curriculum Review Committee proactively work with the CET, CIS, and CIT departments to establish guidelines for curricular development to avoid significant curricular overlap.

6.3 the newly created CIT department carefully monitor its growth and requirements for personnel, facilities and equipment, so that the college can plan how best to assist it in meeting student needs while still achieving the overall goal of maintaining a balanced curriculum.

Given the rapid expansion in the use of technology and computers in the classroom as well as in the service and office areas there is a need for expanded technical support services to maintain and service the labs and equipment.

It is recommended that:

6.4 the Dean of Instructional Technology and Distance Learning work with the college's Technology Committee to develop a plan to centralize tech support services to avoid duplication of personnel and yet provide the best level of support possible. To that end, written procedural recommendations should be provided to GAP to establish guidelines for future on-going budget allocations.

6.5 the Dean of Instructional Technology and Distance Learning work with representatives of the disciplines in this cluster and other interested parties to develop an emergency response policy and procedures to quickly provide technical support to an in-progress class.

Cluster 7: Communication Studies, English, Reading, and English as a Second Language

All of the disciplines in this cluster provide critically needed language skills for Mission's diverse students. Other educational institutions, as well as surrounding businesses, have identified increased needs for better communication and writing skills of employees and transferring students.

It is recommended that:

7.1 the college reexamine its graduation requirements and recommend to the Academic Senate any suggestions for additions or deletions of courses, including the addition of a communication (speech) course.

7.2 the English faculty review all phases of writing problems of Mission College students and plan and implement curriculum and services designed to alleviate these problems.

For the past year, representatives from ESL, English, Communications, and Reading have come together with the college's Research Officer and the president of the Academic Senate to form a task force to study and suggest solutions to the difficulties students in ESL face in trying to transfer from ESL tracks to mainstream English courses. Several models were developed and sent to the State Chancellor's Office in hopes of initiating a dialog with that office and then formulating solutions that would be workable, legal, and would guarantee access for students wishing to take English courses. Unfortunately, as of now, the Chancellor's Office has still not responded.

It is recommended that:

7.3 the basic skills advisory task force be reconstituted in fall 2001 to meet with representatives of the State Chancellor's Office and examine access issues for students in ESL transitioning to the English curriculum.

7.4 ESL faculty revise its curriculum, develop strategies and train instructors equipped to address the basic skills needs of the large population at Mission College needing this instruction. Included in this recommendation is the need to explore not-for-credit Community Education delivery as well.

Cluster 8: Music, Foreign Language, Humanities, Art, Graphics and Multimedia Design, Graphic Arts

The college has waited many years for the campus to be completed so that faculty, staff and students could take advantage of the wide range of cultural and art programs that the majority of other community colleges around the state offer.

8.1 It is recommended that the college and district make an accelerated effort to bring the construction of the Cultural, Technical and Performing Arts facility to fruition.

Mission College is located in the heart of the high-tech industry and wishes to increase its reputation of offering superb training and educational opportunities for its community.

It is recommended that:

8.2 as part of the Technology Plan developed for Mission

College, an obsolescence policy be developed and brought forward to the college planning bodies so that procedures can be established to address the continuing need for obtaining new equipment and software packages.

8.3 the Instructional Advisory Team in conjunction with the Student Services Advisory Team establish procedures to review regularly the balance of curriculum to determine potential gaps and future trends that will need to be addressed.

8.4 the Foreign Language faculties recognize the demand for Vietnamese, Spanish, and Chinese language instruction at Mission College and expand offerings in these areas.

Cluster 9: Hospitality Management, Retail Floristry, Child Development, Global Studies, and Library Instructional Services

Given the recent labor market trends that show significant growth in the tourism/hospitality industry, and the fact that the occupancy rate of hotels/motels locally is in excess of ninety percent on a regular basis, the college would like to encourage the program(s) related to this area to strengthen their linkages with local hotels and convention centers.

It is recommended that:

9.1 the Hospitality Management faculty develop career paths for all its students, especially those in underrepresented groups, which respond to industry initiatives and other labor market trends and the department should actively pursue offering culinary arts and catering certificate programs.

9.2 the college, via the Division Chair Council and the Academic Senate, ascertain the viability of the Retail Floristry program.

9.3 if the Retail Floristry program is to remain at Mission College as a credit program, the program locate and hire a person (faculty or classified) to manage the program and, together with faculty from related disciplines, take steps to develop realistic enrollment goals and curriculum plans for the next five years.

The Child Development program is at present organizationally linked to Student Services since the child care services were developed at Mission College long before the development of the instructional component.

9.4 It is recommended that either as part of the organizational structure discussion that will be occurring college-wide in the 2001-2002 academic year, or as a part of the approval process the department will be going through with the Senate in fall 2001, the college determine what division is the most appropriate one to house the Child Development department.

Global Studies is an instructional area that needs to be reexamined by the college and, if deemed appropriate educationally, supported with staff, budget, and space.

It is recommended that:

9.5 the Global Studies program resolve its status as a program or department with the Academic Senate, and consider redirecting the focus of the program to be more balanced,

relevant and comprehensive in keeping with an expanding global business, economic and environmental focus.

9.6 the Global Studies program work cooperatively with the Social Sciences and Business faculty to align and articulate courses for the benefit of students. for the benefit of students.

Cluster 10: Admissions, Cashiers, Records, Financial Aid, Veteran Services, and Career Placement Center

Given the significant increases in enrollments in the past five years, all of the service areas in this cluster have had to increase staffing and extend work hours to meet demands.

It is recommended that:

10.1 within the next two years the two student services technician positions in Admissions be restored to their original full twelve-month status.

10.2 a coordinated plan be developed for the areas of this cluster to convert gradually on-going hourly positions to permanent positions.

Security issues continue to be a problem for many of the service areas in this cluster.

It is recommended that:

10.3 a concerted effort be made to identify and implement a realistic plan and timeline for securing the cash handling areas at Mission College.

10.4 all these areas work with the college's Facilities and Safety Committee to design the type of space they anticipate needing so that as programs relocate into new buildings a plan will be in place.

Evaluation of the service areas needs to be conducted on a regular basis so that the Board of Trustees and the college community in general becomes more aware of their needs and concerns.

10.5 It is recommended that all student service programs/areas be evaluated collectively on a regular basis (via a process similar to the instructional program review process) to develop an integrated functional plan for best service, efficiency, safety, and security.

Cluster 11: Matriculation/Assessment Services, Counseling Department, Transfer Center, Articulation Office, Institute for International Studies/International Student Center

The college is committed to serving and retaining students. To that end, the ability of the college to assess students for matriculation and to provide make-up testing services for programs throughout the institution, the service area and staff needs to be expanded.

It is recommended that:

11.1 the Testing Center be expanded to include year round, evening and weekend service.

11.2 the Educational Testing Specialist position be increased from 11 to 12 months and that an Assessment Coordinator be hired.

Articulation needs more attention at Mission.

11.3 It is recommended that the articulation program be expanded so that Tech Prep, CAN, Transfer Agreements, and IGETC can all be evaluated and increased as necessary.

Given the significant growth in international students the college needs to find ways to respond and better meet their needs.

It is recommended that:

11.4 the college develop ways to make the international student program more visible to those on the 'credit side' of the institution and address the very real need for funding and services to support these students now and in the future.

11.5 discussion occur at the district level to ensure that some, or all, of the additional funds paid by international students are channeled directly to the colleges so that additional staff and support services can be offered.

11.6 the college assist Community Education in locating external funding streams to augment their own funds and construct a new building to house Community Education, Contract Education and International Programs.

Cluster 12: Student Health Center, Library Services, Television and Audio-Visual Services, Distance Learning, Global Education

The Student Health Center's decision to remain centrally located with other student services was an appropriate decision; however, it is significantly impacting their ability to be able to respond to expanding student needs.

12.1 It is recommended that the Health Center staff work with the Facilities and Safety Committee to plan for the gradual expansion of their area so that as other programs relocate, a coordinated plan will be available to guide the modification of internal space on the ground floor of the main building.

Library Services, in accord with college goals, need to be available when the college is open and offering programs and services, including evenings, weekends and summers.

12.2 It is recommended that current staffing be realigned to provide more flexibility so that the library service hours conform to an expanded college schedule.

The current Television and Audio-Visual Services program is inadequate to meet the expanding needs of Distance Learning.

12.3 It is recommended that this service program be included in an updated, comprehensive technology plan that addresses how to provide the necessary equipment and support for distance learning, information competency across the curriculum, and telecommunications.

Global Education is not clearly understood or separated from the long-standing Global Studies academic program. As such, it has been having difficulty obtaining college-wide support from either the instructional or student services areas.

12.4 It is recommended that as part of the upcoming discussions on graduation requirements the college consider the need for this program and how or if it could be incorporated into

existing areas (instructional or student services or community services).

Cluster 13: Learning Assistance and Tutorial Center (LATC) and Disability Instructional Support Center (DISC), ACCESS, Pass the Torch, Extended Opportunities Program and Services (EOPS)

Recognizing the unique charge of each of the service areas in this cluster, the college also sees the need to improve communication and coordination between programs and with the academic community.

13.1 It is recommended that LATC and DISC, ACCESS, Pass the Torch, EOPS, and MESA which are all programs intended to increase student success, retention, and transfer rates, develop an integrated functional support service plan. The plan should address: how to improve communication between the programs and with the academic community; how to minimize duplication of resources; how to inform students of each program's specific requirements; and how to locate the programs and services in the future to maximize accessibility and ease of utilization by students.

Of all these programs, the LATC and the Math Lab are the only services in this cluster that are supported entirely by college/district funds (although all of them require that some college support be provided, directly or in-kind).

13.2 It is recommended that a delegate from one of these two areas initiate the formation of a representative committee, to develop the integrated functional support service plan mentioned above and forward the recommendations to GAP and the Facilities and Safety Committee.

Cluster 14: Academic Senate, Classified Senate, Student Government, and Staff Development

Given the institution's dedication to shared decision-making and ongoing professional development of all its faculty and staff, it is important to ensure that the organizations in this cluster are provided the space and support services that will enable them to fulfill their charge.

It is recommended that:

14.1 permanent office space be identified for the Classified Senate and that the Academic Senate's space be expanded to include office space for both the secretary and president. Ample storage space should be provided for both senates to store and maintain records. Secretarial support for the Classified Senate needs to be provided and the senate should continue to bring forward its request for that via the established budgetary process.

14.2 the Student Government work to increase communication with students and create more activities that bring students together across cultural lines.

14.3 the college create a high quality campus life (including a complete athletics program and physical education complex) that will attract a larger daytime student body.

Cluster 15: President's Office, Office of Instruction, Student Services Office, Administrative Services Office, Marketing/ Communications and Graphics Design Office, Workforce and Economic Development Office, Instructional Technology Office, Institutional Research Office, Library Administration Office

Given the growth that Mission College has experienced in recent years, demands for increased responsiveness at all levels has become a reality.

It is recommended that:

15.1 the college examine the structure and organization of the college, including classifications for staff, the role of division chairs, and the flat administrative structure with the intention of increasing the efficiency of the college and providing adequate staff to accomplish work.

15.2 the president's office be remodeled and furnished in a manner commensurate with the role of the president.

15.3 the college examine the administrative and staffing structures within the offices of instruction, student services, and administrative services to ensure sufficient level of staffing and classification of staff, commensurate with the work to be accomplished.

Steering Committee Recommendations: Collegewide

1. Identify high attrition classes and request disciplines review their curriculum, teaching methodologies, and grade variability to develop recommendations for enhancing student retention and success.

2. Hire approved staff for the Testing Center, increase the hours services are available to faculty and students, and, when possible, expand physical space for the center.

3. Encourage departments in areas where demand is growing to not remain static but rather work with Performance Goals Committee, Curriculum Review Committee and the Academic Senate to gain additional FTEF, hire new faculty, and add demand-driven curriculum.

4. Develop a comprehensive coherent model for improving skills in writing, communication and math across the curriculum.

5. Re-examine graduation requirements with the possibility of modifying them to include oral communications, and computer literacy.

6. Improve security of all personnel, equipment and offices throughout Mission College.

7. Create an Internship Director position to expand and coordinate all internship opportunities for instructional programs.

8. Evaluate and develop guidelines for departments that have significant percentages of faculty on reassigned time for extended periods of time.

9. Address the need for modifying faculty load for distance learning classes.

10. Explore expanding "hot" programs to a non-credit delivery mode to meet community demand (packaging and delivery).

Action Plan and Implementation Strategies

The Educational & Facilities Master Plan is part of a larger planning effort that will be conducted collegewide. Using the information and recommendations contained in this Master Plan, and based on the college's mission statement and core values, the following goals and implementation strategies are suggested to provide measurable activities and outcomes associated with the execution of this plan:

Goal 1: Continue to build educational programs that will maintain the high academic standards and student-centered culture already in existence at Mission College.

Strategies:

1.1 The Office of Instruction and the Performance Goals Committee need to communicate the enrollment goals for the college to the entire college and develop strategies to achieve program, divisional, and college-wide WSCH/FTE goals, increase flexibility in scheduling and develop a room allocation process.

1.2 The Governance and Planning Council should work with the Academic Senate and other interested bodies to evaluate the feasibility and potential impact of shifting the college to a sixteen-week format.

1.3 The Curriculum Review Committee should review the current curriculum and discuss with the Instructional Advisory Team, Student Services Advisory Team, and the Division Chair Council the possibility of implementing more interdisciplinary classes, forging new links between academic and vocational programs, increasing the use of technology in the learning environment, and increasing the flexibility in scheduling classes to maximize space utilization and meet emerging needs of students and the community.

1.4 Departments and faculty need to work with Advisory Teams, Contract or Community Education to identify new emerging needs of local employers and develop professional/technical instructional programs to meet those needs.

1.5 The Director of Marketing and Graphic Design should work with departments, especially those who are not meeting their enrollment goals, to develop and market learning options for all segments of the population.

1.6 The Division Chair Council, the Academic Senate, and the Instructional Advisory Team, as part of an enrollment management program, identify programs and services to be marketed to identified under-served populations.

1.7 The Student Services Advisory Team should strategize methods to use to increase the college's efforts in articulation and partnership activities with both high schools and four-year institutions surrounding Mission College.

Goal 2: Provide the technology, infrastructure, facilities and information distribution systems that will enable Mission College to support the instructional, student service, and administrative tasks required to supply successful learning opportunities for its students.

Strategies:

2.1 The District Director of Facilities, the college Dean of Administrative Services and the Facilities and Safety Committee will strive to implement the facility recommendations made in this document to meet the needs of new and expanding instructional programs and support services. The resulting Five-Year Capital Construction Plan will provide for the construction of new buildings as well as for the remodel of existing space.

2.2 The Facilities and Safety Committee should review the current assignment and use of lecture and laboratory space on the campus to determine the highest and best use.

2.3 The Dean of Instructional Technology will work with the college Technology Committee and the District Technology Committee to strategize the best way to implement the recommendations as outlined in the college's Technology Plan.

2.4 The Dean of Instructional Technology should work with affected disciplines to develop and implement a plan for the systematic upgrading and replacement of equipment on a collegewide basis.

2.5 The Technology Committee, with the Dean of Instructional Technology, should develop a plan for providing support staff, training, maintaining, troubleshooting and servicing equipment.

Goal 3: Increase the capacity of the support services to respond to projected increases in enrollment and changing student needs.

Strategies:

3.2 The Student Services Advisory Team should determine how counseling and tutorial services can be made available and accessible via distance learning to provide individualized learning opportunities.

3.3 The Facilities and Safety Committee should work with the Student Services Advisory Team to develop a plan to centralize all student services relating to service programs (e.g., ACCESS, LATC, DISC, Pass the Torch, MESA, EOPS, etc.) in one, highly visible, accessible, central location on the first floor of the main building.

3.4 The Governance and Planning Council should work with the faculty in the Child Development Program to explore the need for expanding child care services in accordance with available funds.

3.5 The Office of Student Services, the Office of Administrative Services, the Library, and the Student Services Advisory Team should work together to develop a plan for expanding all support services for students attending on weekends and evenings.

Goal 4: Provide an environment that improves faculty, staff, and administrator recruitment and retention and enhances opportunities and support for involvement in professional development activities.

Strategies:

4.1 The college should continue to hire diverse faculty, staff and administration and provide multicultural development opportunities in response to the changing demographic profile of the Mission College student population.

4.2 The college should expand its current commitment to Staff Development to provide faculty and staff with training that will give them the ability to implement and support distance learning technology in the curriculum and support services of the college.

Goal 5: Create the internal and external partnerships necessary to ensure the college is responsive to its diverse community and moves forward as a leader in community economic development.

Strategies:

5.1 The college and the Dean of Workforce & Economic Development should continue to expand the role of Mission College in the economic development of Silicon Valley and develop new partnerships with business, industry and community agencies.

5.2 The Dean of Workforce and Economic Development should work with the college's vocational programs to expand the existing internship programs for faculty and students with local businesses.

5.3 The Director of Marketing and Graphic Design, as part of the overall marketing plan for the college, should develop specific activities designed to reach and support students from Asian, African American, and Hispanic backgrounds.

5.4 The Academic Senate, the Division Chair Council and the Curriculum Review Committee should promote department collaboration and interdisciplinary opportunities internally.

Goal 6: Create strategies to maximize funding and growth in order to meet the needs of students.

Strategies:

6.1 The college Grants Liaison Officer should work with the Governance and Planning Council to pursue grants and advancement funding that supports college goals.

6.2 The Performance Goals Committee with the Instructional Advisory Team should strategize ways to achieve collegewide WSCH/FTE goals in line with enrollment management initiatives to maximize efficiency while maintaining quality instruction.

Goal 7: Increase student success, particularly in the areas of basic skills improvement, course completion rates, degrees, certificates and transfer.

Strategies:

7.1 The Division Chair Council should work with the Office of Instruction and the Curriculum Review Committee to encourage liberal arts faculty to develop associate of arts

degree programs, enabling students to better monitor their progress in meeting their educational goals.

7.2 The Instructional and Student Services Advisory Teams need to work together to explore developing procedures to track transferring students.

7.3 The Office of Instruction should encourage faculty to activate program advisory boards and work with members to identify emerging trends and develop appropriate training/educational programs and services to meet industry needs.

7.4 The Curriculum Review Committee Chair needs to work with the college's articulation officer and the disciplines throughout the college to increase the number of articulated courses with additional four-year institutions, and identify more CAN courses to improve the success of students in their transfer efforts.

7.5 The English, Reading, Communications Studies and ESL Task Force formed in 2000-2001 will be reconvened to work together and complete the development of a curriculum model that addresses issues of access and success.

Next Steps

Numerous recommendations have been incorporated into many sections of this document. How and when they will be implemented will vary depending on the unit or group involved, as well as many other factors. During the 2002 academic year, the college will be strategizing how to take these next steps. Initially, the Steering Committee will be reviewing and trying to implement the seven goals and objectives outlined in this section. In addition, each unit will be asked to review those recommendations that are pertinent to their area and propose strategies and timelines that are appropriate for their implementation. It is anticipated that by the spring of 2002, the college will have developed an overall plan that will outline the strategies it will use to implement the majority of the recommendations made in this Educational and Facilities Master Plan.

With regard to the fulfillment of the staffing requests made by the individual areas, the timeline on the following page was developed to assist in planning when requests should be forwarded for action. It is important to keep in mind, however, that the staffing needs were identified in 2000 and that additions or deletions will logically occur due to shifts in departments, enrollments, and other factors. This is particularly true when predicting staffing needs ten to fifteen years in the future.

Prioritized Staffing Requests
Projected Full-Time Faculty Hires

First Priority

2001	2002	2003	2004	2005
1 Librarian *	1 Assessment Counselor	1 Chemistry	3 Librarians (2004-6)	1 Chemistry
1 Sociology *	1 Calworks Counselor	1 Athletic Director	1 Computer Applications (2004-6)	
			1 Personal Counselor/ Student Health Center (2004-6)	
2 Counselors *	1 Health Occupations			
2 Counselor Director -- ACCESS *	1 Foreign Language Spanish			
1 Social Dance – Physical Education *	1 Art/Sculpture			
1 Fire Technology *	1 50% Reading for Lab (2002-3)			
	1 Internship Coordinator/Work Experience (2002-4)			
1 Engineering *				
1 Instructional Designer (LFS) *	1 Biology faculty (2002-7)			
1 Foreign Language Vietnamese faculty *				
1 Mathematics*				
1 Health Occupations *				
1 Reading *				
2 English *				
1 English as a Second Language *				
1 Graphic & Multimedia Design *				
1 DISC *				
1 Child Development				

In random order, categorized by year. (* = Hired in 2001)

Prioritized Staffing Requests
Projected Full-Time Faculty Hires

Second Priority

2002	2003	2004	2006	2011
2-4 Counselors (2002-4) 1 Health Educator/Student Health Center (2002-4) 1 Psychology (2002-5) 1 Fire Technology (2002-5) 1-2 Math (2002-5)	1 Administrator 1 Physics (2003-5) 2 Administrator (2003-5)	1 Health Educator/Student Health Center (2004-5) 1-2 e-commerce/Business (2004-6)	1 Anthropology 1 Sociology (2006-8)	
Third and Fourth Priority				
2 ESL (2002-3) 1 Manufacturing (2002-5) 1 Athletics Counselor	1 Child Development Assistant Director (2003-5) 4 Lab Instructors/Child Development (2003-5) 1 Computer Information Technology (2003-5) 1 Distance Learning Coordinator (2003-5) 1 Coordinator Retail Floristry (2003-5) 1 Reading (2003-6) 1-2 Computer Information Systems (2003-7) 1 Environ. Health (2003-7) 1 Global Studies (2003-7)	2 Business 1 Real Estate (2004-6) 1-2 e-Commerce/Business (2004-6) 1 Political Science (2004-7) 1 Computer Networking Technology (for AS degree program) (2004-7)	1 Marital Arts/Physical Education (2006-8) 1 Music (2006-8) 1 Marketing (2006-11) 1 Economics (2006-11) 2 Health Occupations (for RN Program) (2006-11) 1 Geography Instructor (2006-11) 1 Accounting (2006-11) 1 Swimming/Physical Education (2011-16) 1 Reg Nurse Instructor (2011-16)	1 Communications (2011-16) 1 Nutritional Sc. (2011-16) 1 English (2011-16) 1 Hospitality Management (2011-16)

In random order, categorized by year.

4-0

4-1

Prioritized Staffing Requests
Projected Classified Staff Hires

First Priority

2001	2002	2003
1 Admin Assist/Instructional areas **	1 Financial Advisor/Tech (60 to 100%) – Fin Aid **	1 Job Developer/Career Center (2003-4)
1 Admin Assist/Admin Service Office **	1 Admin Assist/New Science Bldg.	
1 Admissions & Records Clerk **	1 Tech Spec CET/CNT (to 12 months)	
1 Technical Spec CET/CNT (80 to 100%) **	4 Spec Educators/Child Dev ** (2002-3)	
2 Library Media Tech/Library **	1 Grants Spec/Child Dev ** (2002-3)	
1 Testing Technician/Testing Center **	6 Library Media Techs (inc to 12 months) (2002-3)	
1 Financial Analyst/Contract Ed **	1 Program Mgr/CAT (2002-3)	
1 Admin Assist/Mktg & Graphic Design Office **	1 Office Assist/Hosp Mgmt, RF, NS (2002-3)	
1 Research Tech/Office of Institutional Research **		
	1 Office Assistant/Career Resource Network (2002-4)	
1 Athletic Trainer (2001-3)	1 Office Assist/Work Exper (2002-5)	
	1 Lab Tech (50 to 100%)/Chemistry (2002-5)	
	1 Lab Tech (50%)/Engineering (2002-5)	
	3 Office Assist/Contract Ed (2002-6)	
	1 Lab Tech/Biology (2002-7)	

In random order, categorized by year. (** = Hired or approved for hire)

Prioritized Staffing Requests
Projected Classified Staff Hires

Second Priority

2001	2002	2004	2006	2009
1 Network Admin/Office of Instructional Tech (2001-3)	1 Fin Assist/Admin Services Office (2002-3) 1 50% Admin Assist/Classified Senate (2002-3) 1 Admin Assist/Athletics (2002-4) 1 Admin Assist/Office of Instruction (2002-3) 1 International Student Advisor (2002-3) Convert hourly to FT/Student Serv Inform desk (2002-3) 2 Computer Repair Tech/Telecomm Bldg. (2002-3)	1-2 Library Media Tech/Library (2004-6)		

Third and Fourth Priorities

	1 Res Analyst/Office of Institutional Research (2002-3) 1 Sr Student Serv Tech/Veterans Office (hrly to perm) (2002-3) 1 College Recruiter/EOPS (2002-3) 1 Lab aid/Foreign Lang Lab (2002-4) 1 Clerk/Internat'l Stud Ctr (2002-3) 1 50% Office Assist/Articulation Office (2002-4) 1 Lab Tech (50%)/Engineering (2002-5) 1 Lab Tech (50 to 100%)/Chemistry	1 TV Technician (2004-6) 1 Audio-Visual Technician (2004-6)	1 Lab Aid/Anthro & Soc Archive (2006-11) 1 Facilities, Operations Mgr./New CPTA Bldg. (2006-11)	1 Lab Aid/Health Occup (2009-11)

In random order, categorized by year.

Prioritized Staffing Requests
Projected Administrative & Other Staff Hires

First & Second Priorities

2001	2002	2003	2006
1 Dean of Admissions/ Student Services **	+ 1 month for Academic Senate Secretary (2002-3)	1 Office Assistant for Student Health Center	1 Employment Development Assistant or Student Assistant for Career Transfer (2006-8)
Reclass Admin Assistant/Student Services Office **	Create academic Dean in Office of Instruction + 0.3 RT for Academic Senate President (2002-3) + 1 mon for Admissions & Records cashiers and Financial Aid Office Staff (2002-3) inc hourly/Nurse Prac/Student Health Center (2002-3) 1 Lab Technician/Math Tutoring lab 50 to 100%) (2002-3) 1 Dean/International Prog/Com Ed (2002-3)	Weekend and evening assistant/LATC (2003-5) 1 Vice President, Student Services (2003)	
	1 Vice President, Instruction (2002)		

In random order, categorized by year. (** = Hired or approved for hire)

4-3

4-7

IX. Facilities Master Plan

428

IX. Facilities Master Plan

The Facilities Master Plan is a direct outgrowth of Mission College's Educational Master Plan. Each facilities project addresses instructional and service requirements that were identified and documented during the educational planning process. The methods for data collection and decision making have been described in the introduction to this document. Reliance on those processes and procedures provides a substantial basis for physical planning. The relationship between the plan and its physical expression is described in the following sections.

Purpose and Guiding Principles of the Facilities Master Plan

The Facilities Master Plan addresses general requirements for the planning, location and sequence of future campus construction. The Governing Board's acceptance of an Educational and Facilities Master Plan (E&FMP) is required to obtain state funding, to initiate detailed building and site design and to realize the aspirations of Mission College faculty and staff. In developing the E&FMP, the College Steering Committee recommended several guiding principles to the Facility and Safety Committee for future campus development:

1. Each new building shall, to the extent possible, improve the teaching and learning environment of the instructional programs and support services that will, or could in the future, occupy the facility.

2. Each new building should be aesthetically linked to existing facilities to maintain a relationship with the entire campus.

3. Each new building should contribute to the creation of at least one distinct outdoor space so that internal academic space and the external campus environment recognize and support one another.

4. Designs for each new construction project (and related areas) should include landmark features and should extend the culture and core values of the college to adjacent areas.

5. New buildings and site construction should create a sense of place and be oriented to the surrounding environment.

6. Reconstruction projects should incorporate planning for potential future uses as well as for immediate space requirements.

7. All new projects should consider the existing context and contribute to the overall look and feel of Mission College.

Specific Goals of the Facilities Plan

Specific goals for campus development recognize the principles established above, incorporate important existing physical conditions, and build on common features of the earlier planning efforts.

- Respect the continuing role of the main building as the heart of the campus. The building remains a crossroads and the center of an extended intellectual community. The basic site geometry of the building and its environs is to be maintained.

- Recognize the importance of the perimeter roadway. An important organizing element, the perimeter road provides definition to the campus as a visible edge, and, with enhancement, can serve as an important contributor to campus identity.

- Create well-defined pedestrian links to, and within the campus. Pathways provide both the physical cohesion and a sense of approachability essential to the core values and goals of Mission College.

- Establish meaningful outdoor use areas. Each new building should provide the opportunity to develop plazas, courtyards, and walks by its relationship to adjacent structures. Building locations and these areas are shown on the current plan.

- Encourage physical cohesion. The adoption of standards for building forms and materials, and the development of a unifying landscape will contribute to physical quality and identity. Standards should produce a harmonious, not a homogenous environment.

Relationship of the Facilities Master Plan to the Educational Master Plan

General planning concepts have been articulated to express the goals of the Educational Master Plan. Three principal sources of information were used to develop the Facilities Master Plan: (1) Mission College Core Values, (2) Concept Papers, and (3) examination of existing conditions. Each of these sources led to specific recommendations in the Facilities Master Plan as described below.

Core Values and Goals

Core Values and Goals of the College were examined and provide the foundation for development of the Facilities Master Plan. The E&FMP Steering Committee established the relationship of facilities to educational goals and created a ranked listing of potential construction projects. Those projects have been included in the proposed "Fifteen-Year Construction Plan." Core Value 8, addresses college facilities. The goals listed under this core value form specific components for overall planning:

- **Coordinate on-going design and construction projects with the E&FMP.** The college will initiate methods to oversee the effective review of all construction projects for conformance with Master Plan goals. The goal is to achieve cohesion in campus planning and consistency in expression.

- **Complete on-going construction projects.** If required, funding will be allocated or augmented to support planned facilities for projects in the current Five-Year Plan. These include the Child Development Center, Science and Technology Complex, and Physical Education projects.

- **Create and implement a campus landscape plan.** A conceptual circulation and landscape plan has been developed. This plan, and new standards for paving and plant materials will create a cohesive campus environment. The campus perimeter will be developed, connections between buildings reinforced, and high-quality outdoor use areas established throughout the campus.

- **Create a Cultural, Technical and Performing Arts Center (CTPA).** Mission College is well known for its burgeoning programs in music and digital arts. Collaboration with fine and performing arts programs will be promoted though this dedicated facility.

- **Remove and replace all temporary buildings.** All temporary buildings will be removed and programs relocated to the existing main or dedicated new structures.

Concept Paper Review

Concept Papers were reviewed to determine the specific needs of instructional and service groups. Most departments reported the need for computer-based instruction areas, and all groups identified the need to modify existing rooms for information-based technology. Both "Construction" and "Reconstruction" projects recognize these needs. Specific need for two new buildings developed from the Concept Papers:

- **Contract Education/ Community Services Building.** A single, independent structure, highly visible and accessible by students and external clients has been conceptually developed. The building will enhance communication within the college and increase the ability of Contract and Community Education to provide programs and services to both internal and external groups.

- **General Education Building.** All programs and services will benefit from the replacement of the temporary buildings with a single, multi-story building. Linked to the main building, this facility will provide state-of-the-art laboratory and lecture space for those general education and vocational programs not housed in other dedicated facilities.

Existing Facilities Study

Existing facilities were studied to determine their ability to support contemporary educational uses. The original campus structure, the main building, continues to play the primary role in the delivery of these services. The viability of this building depends on internal reconstruction to reflect changes in use and the construction of new buildings to accommodate growth. Specific requirements for this and other existing buildings are noted in the "Building Description" section of the Facilities Master Plan.

- **Complete comprehensive reconstruction projects for the main building.** The Facilities Master Plan defines interior reconstruction projects to consolidate student services, restore the atrium and upgrade interior finishes and building systems. These projects will incorporate environmental quality, life safety, and disabled access. A complete structural analysis will be performed and any required or needed modifications coordinated with upgrading or enhancement of exterior building components.

In accordance with the guiding principles for future construction, campus landscape is linked to the specific educational goals to develop the campus natural environment and to identify, restore and protect native habitat areas. These conservation efforts will

be assisted by research undertaken by the college, and combined with the development of dedicated outdoor instruction areas.

Construction Categories

General planning concepts and educational goals guide, shape and prioritize major capital projects. The Facilities Master Plan is also intended to comprehensively assess the general physical needs of the college. To expand the planning scope, potential projects can be assigned to one of five distinct construction categories: (1) Maintenance, (2) Demolition and Replacement, (3) Reconstruction, (4) New Construction (Current and Future), and (5) Sitework/ Infrastructure projects. General features of these activities and their relationship to buildings in the facilities plan are described in the following sections.

Maintenance Projects

Maintenance projects have been considered for all permanent campus buildings. Where applicable, these activities should be undertaken in conjunction with the more extensive "Reconstruction" projects described on the following page.

Routine examination to identify and replace damaged exterior wall materials is required for all permanent buildings. General re-painting of all exterior wood finishes should be undertaken in conformance with new color standards when making these repairs. Replacement of the Main Building's exterior railing system is needed to enhance the character of this large building.

Many roofing systems on the main and the hospitality management buildings date from original construction and have reached the end of their service life. The district has initiated a program to replace roof systems. The status of the roofing systems is described in the individual building descriptions.

The extent of repair and replacement is tied to the building's status in the campus master plan; modification to building exteriors is not needed for those structures identified for demolition. This is assumed to be part of the reconstruction scope for the main and hospitality management buildings. Routine maintenance only is anticipated for the recently completed Campus Center and the Learning Resource Center (the library and telecommunications buildings).

Main building utility systems date from the period of original construction. Systems are scheduled for incremental replacement in the district's "Capital Projects Fund." Future systems replacement projects may affect floors, walls and ceilings, and can potentially be related to interior modifications. In the interim, routine maintenance only is needed. The replacement or upgrade of interior finishes should be coordinated with these efforts. Many finishes in the main and hospitality management buildings date from original construction. These surfaces generally display the heavy wear that could be expected.

While some replacement projects have been undertaken, the results generally lack cohesion or consistency. Establishing a limited material and color palette is needed. The introduction of interior materials with low embodied energy or recycled content that contribute to higher standards of indoor air quality is also recommended. Standards for these materials are presented in the "Architectural Features and Finishes" section. More specific maintenance-related projects are described as "Campus-wide Facilities Issues."

Demolition and Replacement Projects

Demolition of all the temporary structures is needed. These buildings are thirty-five years old and do not merit extensive investment in structural and material upgrades. These single-story buildings limit the area available for new building and site construction. Replacement of these rooms with equivalent areas in new buildings can help justify state funding.

New construction is required for all programs and services that currently exist in the temporary buildings. These activities include child care, classrooms A-E, contract education, information systems, and Mission temporary buildings (MT's)

Reconstruction Projects

Accommodation for changes in program and use is necessary in any educational setting. Significant interior modifications will be undertaken eventually for all permanent structures. In some cases, reconstruction may be internal only for changing area and technical requirements. For the main and hospitality management buildings, these changes may be accompanied by significant external modifications.

These projects contribute effectively to the overall intent of the E&FMP. Reconstruction projects can consolidate services or related activities, address compelling life safety concerns, and benefit buildings in the preceding categories by providing permanent facilities or relieving internal congestion.

The proposed modifications for programs and the available areas are described in the "Fifteen-Year Construction Plan."

Two projects are now planned: (1) main building 2nd floor reconstruction, and (2) main building 3rd floor reconstruction.

Future reconstruction projects include: (1) main building general reconstruction, and (2) hospitality management addition/ reconstruction

New Construction Projects - Current

Construction of new facilities is ongoing at the time of this planning effort. In general, these new buildings consolidate activities, or provide permanent facilities for inadequately housed programs and services.

Two considerations directly affect the E&FMP: (1) these projects may create opportunities for reconstruction in facilities vacated by these programs, and (2) the character of these buildings should be used to inform aesthetic goals. Buildings in this category include:

- Child Development Center (Construction Phase)
- Science and Technology Complex (Bid Phase complete)
- Physical Education II (Construction Documents Phase)
- Physical Education Phase III (COBCP submitted)

New Construction Projects - Future

The Educational Master Plan identifies construction of these new facilities to consolidate activities, to address program area and life safety deficiencies, and to provide permanent facilities for all

programs and services. The needed projects listed below reflect those considerations and express the goals of the Educational Master Plan. Buildings in this category include:

- Cultural, Technical and Performing Arts Center
- Contract and Community Education Building
- General Education Building
- Central Services Building
- Parking Structure(s)

Sitework/Infrastructure Projects

While sitework projects are generally perceived to be of secondary importance to facilities construction, the need to improve and better define the campus landscape was listed as a primary goal for physical development. The overall quality and public image of the college will greatly benefit from this investment.

Funding for projects not specifically related to building construction must be borne primarily by the district or alternate sources. Building-related landscape or sitework that exceed state development guidelines also requires district funding. Potential areas for landscape development are schematically depicted on the detailed Key Plans in the appendix. Projects in this category include:

- Completion of the Paseo
- Library Garden
- Hunter Circle Development
- Southwest Entry
- Cultural, Technical and Performing Arts Mall
- Gateway Projects
- Botanic Garden
- Athletic Facilities
- Parking Lot Landscape Development
- Roadway Modifications

Significant infrastructure projects are required to support new facilities. Extended routing and expanded capacity for natural gas, storm and sanitary sewers, data and telecommunications lines are anticipated. The district is currently analyzing capacity and undertaking mapping of these lines.

Underground utility routing from the Central Utility Plant has proven cost-prohibitive on recent projects. Grouping or sequencing of Facilities Master Plan projects may allow shared-cost development. Note that costs for infrastructure projects, if undertaken separately from building construction, must be funded by the district or alternate sources.

Fifteen-Year Construction Plan

The prioritized Fifteen-Year Construction Plan described below includes components of the current Five-Year Plan and incorporates E&FMP projects. These are based on planning initiatives developed by the college and by the team's review of existing programs and facilities.

1. Science and Technology Complex [State funded]

- The complex provides specialized laboratory space for vital science programs. Activities include biology, microbiology, chemistry, physics and engineering instruction and support spaces. (21,120 ASF: Office, Lecture, Laboratory)
- Associated landscape will be developed to create an exterior courtyard and to connect to the proposed Northeast Gateway.
- When the complex is completed, implementation of Project 5 will be allowed.

Status: Bid phase for the project is complete. College Board of Trustees and State Chancellor's Office approval is required to initiate construction. Coordinate Project 16 Landscape, and Project 17 Infrastructure developments with this building.

Physical Education Phase II [State and Local funds]

- Laboratories for weight, aerobics and martial arts will be created.
- An Adaptive PE Laboratory will be created.
- Irrigation and drainage for the training fields will be improved.
- Storage will be expanded.
- Associated landscape to extend the proposed Central Mall and to create a North Gateway will be developed.
- The separate Partial PE Phase II project (locally funded) for construction of new dressing rooms, showers and offices are included.

Status: Bid phase for the Partial PE Phase project is complete. Coordinate Project 16 Landscape, and Project 17 Infrastructure developments with this building.

2. Child Development Center [State funded]

- A new instructional program and consolidates activities currently performed off-campus will be initiated.
- Landscape to create a new campus gateway will be developed.

Status: Construction phase in progress. Coordinate Project 16 Landscape, and Project 17 Infrastructure developments with this building.

3. Main Building Third Floor Reconstruction [Five-Year Plan]

- Faculty and administrative offices will be created.
- Computer laboratories/ smart classrooms will be created.
- Services from first floor (15,738 ASF Remodeled Area Replacement) will be relocated and consolidated.

Status: The Final Project Proposal (FPP) phase is complete. The district has approved an intermediate plan for use of this area..

The Preliminary Plans construction documents phase has not been initiated.

4. Main Building Second Floor Reconstruction [Five-Year Plan]

- New science laboratories will be created as part of Project 1.
- Vacated science laboratory and support space to meet contemporary instructional standards (6,054 ASF) will be created.
- New computer laboratories and smart classrooms will be provided.
- Life safety conditions and accessibility in the project vicinity will be improved. (Confirm scope with ORS).

Status: The Final Project Proposal phase is complete. The Preliminary Plans and Working Drawings phases (PW) are to be completed.

5. Physical Education Phase III [Five-Year Plan]

- Accessible swimming pool and equipment area will be constructed.
- The sports medicine area will be expanded.
- A stadium with bleachers, lights, and scoreboard will be constructed.
- A running track will be created.

Status: The Final Project Proposal phase is complete and district-approved. The Preliminary Plans and Working Drawings phases (PW) are to be completed.

6. Physical Education Phase II Completion [Five-Year Plan]

- The Main Building areas vacated by PE programs will be infilled.

Status: Entered on the district's Five Year Construction Plan (confirmed funding/ schedule with district)

7. Cultural, Technical and Performing Arts Center

- All associated program elements will be relocated to this location.
- Student access and proximity to associated programs will be improved.
- Music practice rooms and an orchestra room will be constructed.
- Theater and fine arts studios/ laboratories will be constructed.
- A gallery with emphasis on digital arts materials will be created.
- A full recording studio will be provided.
- A plaza with the Physical Education complex will be defined and developed.
- A paved walk and landscape connection to the main building will be constructed. (Coordinate with Project 16.)

Status: Project need identified by the Educational Plan. The Facilities Plan establishes Building general location. Coordinate with E&FMP space allocation. Confirm program/ area requirements during IPP phase.

8. Contract and Community Education Building

- Program requirements for conference, laboratory/ lecture and office space will be accommodated.
- Permanent space for activities currently housed in other/temporary building will be provided.
- The buildings will be located for high visibility and easy access.

Status: Project need identified by the Educational Plan. The Facilities Plan establishes Building general location. Coordinate with E&FMP space allocation. Confirm program/ area requirements during IPP phase.

9. General Education Building

- Laboratory and lecture space will be provided for multi-media instruction.
- Two large lecture halls with raked floors, equipped for digital (PowerPoint) presentations will be created.
- The building will be designed to foster interaction/ interdisciplinary collaboration.
- Permanent space for activities currently housed in other or temporary buildings will be provided.

- The building will be located close to the main building and an outdoor courtyard and gateways will be formed.

Status: Project need identified by the Educational Plan. The Facilities Plan establishes Building general location. Coordinate with E&FMP space allocation. Confirm program/ area requirements during IPP phase.

10. Child Care Facility

- All programs and activities currently located in the temporary building will be relocated adjacent to the new Child Development Center.
- Direct alignment with the proposed Gateways/Central Mall is planned.
- A required play yard will be developed. Landscape materials, lighting and signage are included.

Status: Project need identified by the Educational Plan. The Facilities Plan establishes Building general location. Coordinate with E&FMP space allocation. Confirm program/ area requirements during IPP phase.

11. District Central Services Building

- All program requirements will be accommodated.
- Permanent space for district activities as mail, human resources and information systems will be provided.
- The building will be located in the vicinity of the existing Central Utility Plant/ Service Area.
- Landscape materials, lighting and signage are included.

Status: Project need identified by the Educational Plan. The Facilities Plan establishes Building general location. Coordinate with E&FMP space allocation. Confirm program/ area requirements during IPP phase.

12. Parking Garage

- 500 vehicles will be accommodated in the structured parking facility.
- A traffic study/ parking survey will be conducted to confirm garage size and roadway capacity.
- The location will be aligned with the proposed Gateways/ Central Mall.
- Landscape materials, lighting and signage are included.
- Former paved areas will be restored with landscape materials. (Coordinate with Project 16.)

Status: Project need identified by the Educational Plan. The Facilities Plan establishes Building general location. Coordinate with E&FMP space allocation. Confirm program/ area requirements during IPP phase.

13. Main Building Reconstruction

- A comprehensive seismic analysis of the building will be conducted.
- Activities currently housed in the atrium will be relocated to designated permanent locations. (Coordinate with Project 9.)
- Exterior improvements to balconies, stairs and wood panels are included.
- New paving and landscape materials at the building perimeter are included. (Coordinate with Project 16.)

Status: Project need identified by the Educational Plan. Coordinate with the current Five-Year Construction Plan reconstruction projects (Projects 4, 5 and 6). Confirm program/ area requirements during IPP phase

14. Hospitality Management Building Reconstruction

- The Dining Room will be expanded.
- One 32-seat instructional laboratory will be added.
- Permanent space for associated activities currently housed in other/temporary building will be provided.
- Building reconstruction will be coordinated with the master plan space allocation/ campus plan.
- It will be developed as a gateway building for north campus entry.

Status: Project need identified by the Educational Plan. The Facilities Plan establishes general area for building expansion. Coordinate with E&FMP space allocation. Confirm program/ area requirements during IPP phase

15. Campus Landscape Improvements

- Campus landscape improvements will be configured to provide direct alignment with proposed Gateways/ Central Mall.
- Landscape materials, lighting and signage are included.
- Improvements will be reconfigured for alignment with proposed Gateways and extended to connect parking lots.
- Former paved areas will be restored with landscape materials.
- Site activities will be coordinated with campus environmental goals

Status: Coordinate with current Five-Year Construction Plan (Projects 1, 3, 6 and 7) and designated E&FMP Building projects (Projects 8, 9, 10, 11, 12, 13 and 15) Implement new Facilities Plan landscape material standards.

16. Campus Infrastructure Improvements

- Existing storm drainage will be modified for new building and paving requirements.
- Sanitary sewer capacity will be expanded to accommodate new structures and increased population.
- District-owned PVC gas mains will be replaced. Anticipated new gas demand will be confirmed, capacity expanded, and distribution extended.
- The capacity will be confirmed and underground electrical and data distribution will be extended.

Status: Coordinate with Master Plan space allocation/ campus plan and confirm program/ area requirements.

Anticipated Schedule

A proposed construction schedule for the projects is shown below. This schedule assumes that these projects are priorities for the district, and that state funds would be made available as needed. If so, five to seven years are needed to complete the projects. A longer period for review, approval and funding appropriation should be anticipated, however.

Projects currently in procurement or construction phase (Projects 1, 2 and 3) and projects in the district's current Five-Year Construction Plan (Projects 4, 5, 6 and 7) are included in this sequence for coordination purposes.

Projects 8, 9, 10, 11, 12, 14 and 15, result directly from the E&FMP. These are assumed to have potential for state funding. The state-funded design process begins with Initial Project Proposals (IPPs), is followed by Final Project Proposals (FPPs), Preliminary Plans and is completed in the Working Drawing phase. Dates associated with these activities are consistent with typical funding cycle. Note that while the numerical designation represents the college's order of preference, state determination of eligibility may not follow this sequence.

The Parking Structure and Sitework/ Infrastructure (Projects 13, 16 and 17) are ineligible for state funding. District funding for design and construction will be required. If locally funded, a shorter design phase is possible, concluding with the issue of Construction Documents (CDs). These are recommended as part of the initial construction to support the proposed E&FMP development.

Feb. 2002	Submit IPPs for Projects 8, 9 and 10. District funds design for projects 13, 16 and 17.
July 2002	Submit FPPs for Projects 8, 9 and 10. Submit IPPs for Projects 11 and 12.
Dec. 2002	Complete CDs for projects 13, 16 and 17.
Feb. 2003	Start Preliminary Plans for Projects 8, 9 and 10. Submit FPPs for Projects 11 and 12. Submit IPPs for Projects 14 and 15. District funds construction for Projects 13, 16 and 17.

July 2003	Start Working Drawings for Projects 8, 9 and 10. Start Preliminary Plans for Projects 11 and 12. Submit FPPs for Projects 14 and 15.
Dec. 2003	Complete construction of projects 13, 16 and 17. Complete Working Drawings for Projects 8, 9 and 10.
Feb. 2004	Start Preliminary Plans for Projects 14 and 15.
July 2004	Begin Construction, Projects 8, 9 and 10. Start Working Drawings for Projects 11 and 12.
Dec. 2004	Complete Working Drawings for Projects 11 and 12.
July 2005	Start Working Drawings for Projects 14, and 15 Complete construction, Projects 8, 9 and 10.
Sept. 2005	Begin Construction Projects 11 and 12.
Dec. 2005	Complete Working Drawings for Projects 14 and 15.
July 2006	Complete construction for Projects 11 and 12.
Sept. 2006	Begin Construction for Projects 14 and 15.
Dec. 2007	Complete construction Projects 14 and 15.

Budget and Funding Requirements

Anticipated project costs are provided for preliminary planning purposes only. This list must be updated at the IPP phase to confirm programs and scope. GSF area is approximate, and where unknown, is based on an assumed building efficiency of seventy percent.

Project 1, Science and Technology 32,000 GSF	[NA/ Funded]
Project 2, Partial PE Phase II 16,500 GSF	[NA/ Funded]
Project 3, Child Development Center 12,000 GSF	[NA/ Funded]
Project 4, Main Bldg 3rd Floor 22,000 GSF	$3,500,000
Project 5, Main Bldg 2nd Floor 11,000 GSF	$3,800,000
Project 6, PE Phase II Completion 30,000 GSF	$24,600,000
Project 7, PE Phase III [sitework]	$1,600,000
Project 8, CTP Arts Center 78,000 GSF	$14,000,000
Project 9, General Education 84,000 GSF	$22,000,000
Project 10, Contract/ Comm. Ed 30,000 GSF	$8,000,000
Project 11 Child Care Facility 10,000 GSF	$3,000,000
Project 12 District Admin. Services20,000 GSF	[NA/ District]
Project 13 Parking Structure 150,000 GSF	$8,000,000
Project 14, Main Building Reconstruct [bldg-wide]	$1,600,000
Project 15, Hospitality Reconstruction 5,000 GSF	$2,000,000
Project 16, Campus Landscape [sitework]	$2,500,000
Project 17 Technology Infrastructure [sitework]	$3,500,000
Total Project Costs	$98,100,00

Site Conditions

The district encompasses a 218 square mile area within Santa Clara County. This includes the cities of Campbell, Los Gatos, Monte Sereno, Santa Clara, Saratoga and a small portion of San Jose.

The Mission College campus is located within the city of Santa Clara. The campus is near to, and partially visible from highway 101, the primary freeway access to Silicon Valley. Great America Parkway connects to the freeway and provides the primary access to the campus, to the Great America Amusement Park, the Santa Clara Convention Center, and to a local commercial district. Consequently, this street carries significant local and through-traffic. Mission College Boulevard intersects the Parkway and forms the primary approach to the campus.

The campus is bounded on the west by a low-rise shopping center. Mid-rise office buildings and one-to-two story commercial structures characterize the built environment to the south and east. Single-family residences are located adjacent to the campus' north boundary.

A perimeter ring road forms a strong physical boundary, and creates the potential for multiple access points to the campus. Buildings are located within the ring, with most large surface-parking lots located outside the roadway to the east and northeast. Site topography is generally flat. The absence of discernable geo-physical features and the undistinguished character of the surrounding development underscore the need to better define the campus boundaries and gateways.

Major tree species range from conifers to palms. Ground covers, ornamental plantings and turf have been installed at locations near the completed buildings. Large portions of the campus site remain undeveloped.

The campus contains a wealth of native wildlife consisting of mammals, reptiles and birds, including the Western Burrowing Owl, which is protected under the status of "species of special concern." Specific areas on campus have been set aside to encourage conservation of burrowing owls.

Playing fields and related athletic facilities are located in an area north of the Ring Road. An undeveloped area adjacent to the tennis courts is currently used for the propagation of native plants and biological/environmental instruction.

Building Locations

Permanent structures were designed and constructed over a thirty-year period, under the auspices of different campus master plans. Originally conceived as a single "megastructure," subsequent campus planning has used independent structures to accommodate program development. Planning efforts and the resulting building locations have evolved in response to an extended time frame for procurement, reduced available area for academic construction, and changes in instructional methods.

The main building was constructed as the first phase of the original campus concept, anticipating its role as the hub of a radial spoke-system build-out. A quadrangle surrounds an enclosed atrium to forms a square within the center of the generally circular campus plan. At four stories, this remains the dominant campus structure.

The permanent structures that followed the main building represent a wide variety of building types. They are uniformly smaller than the main building, but range from single-story wood frame structures like hospitality management to the two-story concrete Campus Center. A benefit of this approach has been the potential to locate and configure new buildings to create well-defined outdoor areas. The E&FMP recognizes the strength of existing building relationships and locates new projects to strengthen or complete these areas.

The library and telecommunications buildings were sited east of the main building and south of the Campus Center to form Mission College's first academic quad, the "Plaza." The new Child Development Center will join these buildings on the eastern walkway, the "paseo," to form an eastern gateway.

The science and technology complex will be located in proximity to hospitality management to form the northwest gateway. Subsequent developments in the vicinity of the physical education gymnasium building will similarly help to establish building-to-building relationships for this structure.

The first temporary buildings were added after the initial phase construction of the main building. Removal of these structures is a primary goal of the E&FMP. Site areas to the north and west of the main building will then become available for construction of the new facilities.

Though site planning for permanent structures has been generally successful, it has been episodic by nature. The timeframe has contributed to the use of dissimilar features and construction materials. For a small number of buildings, without mature, intervening landscape, these differences tend to be exaggerated.

The E&FMP identifies common features and materials of existing buildings and reinforces these with new standards for construction. A detailed description of these requirements is provided in the "Architectural Features and Finishes" section of the Facilities Master Plan.

Geotechnical Conditions and Structural Characteristics

The college is located at the north end of the Santa Clara Valley, on the alluvial plain south of San Francisco Bay. The San Andreas, Hayward, Calaveras and San Gregorio faults make this a region of high seismicity. Proximity to the nearest active fault (Hayward) is approximately six miles. It is likely that campus buildings will experience strong seismic shaking.

Geotechnical Conditions

Soils reports have been prepared for recent construction projects. No significant geologic hazards or site constraints were reported in the vicinity of the child development center, the science and technology complex or the physical education building.

Reports prepared for the construction of the main building have been cited in various subsequent reports by geotechnical consultants. While there have been no reported incidents of subsidence and no visual indication of past settlement problems, an analysis of these documents, prepared in 1973, 1975 and 1976 by Cooper-Clark and Associates should be undertaken as part of the needed seismic analysis of the main building.

A study initiated by the Office of the State Architect indicated that the risk to structures of earthquake-induced instability from ground fault rupture liquefaction, landsliding, or subsidence is believed to be insignificant. This survey did not examine geotechnical conditions, however, and investigation must be performed prior to any new building projects. The district's current approach - to prepare reports based on proposed locations for individual buildings - incorporates specific site analysis and allows for changes in analytical methods over time.

Structural Characteristics

Structural design has occurred over a thirty-year period and incorporates a wide variety of structural systems. The main building is a four-story, poured-in-place concrete structural frame with concrete shear walls. Constructed in 1977, subsequent code changes and methods of analysis make this an appropriate subject for structural analysis.

Hospitality management was completed in 1985. It is a single story wood frame structure with stucco and plywood finish. The proposed addition and interior reconstruction are likely to trigger some modifications to the existing structural system. A comprehensive analysis will be undertaken as a part of any new construction.

The physical education gymnasium is a high-bay steel frame building completed in 1993. This long-span structure is joined with single story steel frame elements. A single-story steel frame addition is scheduled to begin construction in 2001.

The Campus Center, completed in 1999, is a poured-in-place concrete structure. Structural framing employs poured in place concrete columns, beams and shear walls. The recent construction date makes re-analysis discretionary only.

The Learning Resource Center was completed in 2001. This single-story structure employs both tilt-panel and steel frame construction, with poured-in-place concrete shear walls. A two-story building, the Science and Technology Complex will employ similar structural approach.

Currently under construction, the Child Development Center is a single-story steel frame structure.

Relocatable structures are of modular, wood frame construction. Floor joists are supported by perimeter foundations and by wood posts on concrete pads at interior locations. The exterior stud walls are clad with plywood and wood battens.

Seismic Adequacy

In 1996, consultants to the Office of the State Architect evaluated the seismic performance of campus buildings. It is important to note that the scope of that survey was an assessment only, and did not include specific recommendations for improvement.

Section 104(f) of the California Building Code sets the minimum standards for earthquake safety compliance of existing buildings. These standards are triggered when substantial alteration, modification or repair of a structure is undertaken. Compliance with 104(f) requirements provides the district and college with flexibility to perform extensive architectural, mechanical and electrical upgrades to buildings without triggering collateral structural/seismic strengthening work.

Nevertheless, there is a need for a detailed study of those structures constructed prior to 1990. Two levels of priority should be established for strengthening: (1) improved life safety protection for building occupants, and (2) improved earthquake resistance of the buildings to reduce non-life threatening property damage in moderate earthquakes.

Structural Requirements

Under current laws, ordinances and regulations, further seismic strengthening of the structures is not required. Such measures may however, be required as a pre-condition of substantial alteration, modification or repair projects. Elective seismic improvements, to reduce potential for building damage or interruption of services may be undertaken.

The recent construction of the Campus Center, the library and telecommunications buildings, the Child Development Center, and the science and technology complex make these unlikely candidates for seismic re-investigation. Analysis of the main building is needed and may be required for both the main and hospitality buildings in the event of significant modifications. Due to the dates of installation, additional bracing for mechanical and electrical equipment, ductwork, piping and conduit may be required for seismic resistance. A comprehensive survey of these non-structural elements to withstand the motion from an earthquake will need to be performed.

Campus Landscape Conditions

Existing tree species range from conifers to palms, and most are recently planted. The college occasionally funds the planting of annuals and landscape improvements. Ground covers, ornamental plantings and turf have been installed in locations near the completed buildings. The resulting variety, newness and distance between these planting areas limit their effective contribution to the character of the college.

Additional work has been requested and funded in association with the various building construction projects. State funding restricts landscape development for individual building projects to a narrow zone (in theory, about 12 feet wide) at building perimeter locations. While the district has funded design and construction of large sitework projects such as the paseo and the plaza, the development sequence has made it difficult to impose a comprehensive landscape plan that could remain effective over time.

As a result, the Facilities Committee recommended the adoption of, and adherence to a more stringent set of design standards. These new standards must recognize the definite limits imposed by the current maintenance budget and available reclaimed water for irrigation. The intent is to develop a consistent plant palette that requires less maintenance and reduces irrigation demand.

Campus Landscape Development

The Facilities Master Plan presents a comprehensive conceptual site plan for future development. A consistent palette of paving and plant materials will strengthen this plan, to establish a more cohesive campus environment. Large specie tree plantings will define the campus perimeter, reinforce connections between buildings, and establish high-quality outdoor use areas throughout the campus.

The use of low-water-use acclimated plant species is required. Preference will be given to native species in the various applications described below.

Tree Species

The palm trees currently flanking the approach to the main building should be removed. Replacement with a closely spaced allee of large canopy shade trees such as California sycamores or Fremontii poplars is desirable.

Consistent planting of these or similar species is needed for the perimeter Ring Road location. The intent is to provide a dense plant mass to screen the central campus from the surrounding parking lots and commercial developments.

Large canopy trees will be used to define primary approach paths from the perimeter to the main building. Trees of significantly smaller scale and of greater variety may be used courtyards. Installation may include planting at perimeters or on a point-grid system throughout, providing an orchard-like character.

Shrubs

The use of shrubs is generally discouraged except at designated native habitat or feature planting areas. These may include building base locations, plaza perimeters and parking areas. Appropriate species may include ceanothus, manzanita and sage varieties.

Grasses and Groundcovers

Drought-resistant native groundcovers are needed as an alternative to sod or perennials. The development of relatively simple single-species plant areas may include California fescue and prostrate varieties of manzanita.

Native Habitat Areas

Faculty and students are currently developing a list of native plants appropriate to the historic condition of the south bay alluvial plain. A campus-wide theme of a native based plant palate including lupines, California poppies, fescue and others will present an aesthetically pleasing cohesive campus image while promoting environmental stewardship and responsibility.

Paving Materials

Existing walkways employ a variety of materials and surface treatments. Adoption of a consistent material and color helps to unify site circulation. General application of a paving design similar to the existing paseo - uncolored broom-finish, scored and textured concrete - is the standard for future walkways.

The use of scored, colored concrete with contrasting paving materials is proposed for all courtyard/ plaza locations. Colors and materials must be integrated with the walkway materials.

Gravel or de-composed granite surface may be more appropriate for the habitat, garden and instructional areas described in the preceding sections. Note, however, that installation of these materials must meet all criteria for disabled access.

Open-grid paving such as pierced concrete block is preferred for areas requiring limited vehicle access.

Landscape and Irrigation Maintenance

The grounds department does not have funds for the planting of annuals or replacement of damaged shrubs or trees. The use of low-maintenance plant materials is required by the E&FMP. Despite this, the increased extent of area to be maintained will require additional staffing and maintenance funds.

The existing irrigation system dates to original construction. As part of the State Scheduled Maintenance and Special Repairs Program, (SSM&SRP), the backflow devices and main water valves have been replaced. The SSM&SRP for 2000-01 will fund the replacement of the irrigation controllers.

The campus irrigation system was connected to the South Bay Water Reclamation District in August 1998. The available volume of reclaimed water is twenty-five percent less than the potable water previously used for irrigation.

Low-water use is a primary criterion for selection of new plant materials. Even so, the extent of new planting proposed by the E&FMP will require review and negotiation with the Reclamation District to determine allowable increase in the volume of irrigation water.

Architectural Features and Finishes

Buildings tend to employ dissimilar features and construction materials Primary wall materials include poured-in-place concrete, curtainwall, wood panels, metal panels, and cement plaster. While generally characterized by simplicity and durability, the diversity of these finishes applied to a small number of buildings results in some lack of cohesion.

Roofs are generally flat, but incorporate sloped or shaped roof elements, as at the Campus Center and the Learning Resource Center (LRC). The physical education gymnasium building is the only campus building to incorporate a sloped (metal) roof system. Rooftop mounted mechanical equipment is partially screened by extended parapets as at the LRC, or exposed to view as at the Campus Center. Partial or complete re-roofing of campus buildings has occurred over time. Roof materials and maintenance requirements are included in the individual "Building Descriptions."

A general description of existing buildings and those structures currently funded or under construction are described by construction-type below. Recognition of common features and finishes provides the basis for the new architectural design standards described in the following section.

403

Poured-in-Place Concrete Buildings

Centrally located, the main building remains the tallest, largest and most defining structure on the campus. The building's poured-in-place concrete frame is in-filled with curtainwall and dark brown wood panels. Exterior stairs and a continuous, open perimeter circulation system connect building upper levels. These external circulation elements provide significant shading on the exterior and with the rooftop trellis provide the character of this building.

The adjacent two-story Campus Center is similarly a poured-in-place structure. To some extent an expressed frame structure, the concrete is uncolored, however, and the design incorporates solid-wall "mass" elements as well. In-fill panel areas are finished in salmon-colored cement plaster. Exterior sunshades and canopies are blue-colored metal. The two-story curved curtainwall of dining area faces the adjacent plaza. Curved monitors provide a distinctive profile at the roofline.

Tilt-Up Concrete Buildings

The Learning Resource Center (LRC) includes the library and telecommunications buildings. While the concrete color of these buildings generally matches that of the main building, both structures are single-story, tilt-up concrete. This construction system expresses wall planes rather than a structural grid. Feature elements of the library program are expressed in plan and clad with silver-colored metal panels and green-tinted curtainwall glazing. Lively plan geometry and the extensive sunshades and canopies are the most identifiable characteristics.

A two-story structure, the future science and technology complex will incorporate the same color tilt-up concrete system, with similar feature materials in the same colors as the LRC. The building's L-shaped plan forms a semi-protected courtyard, allowing, full-height curtainwall glazing at this location. A rooftop greenhouse and trellis-covered external stairs and walks will be defining features of this building.

Steel Frame Buildings

Though single-story with a mezzanine, the athletic program, long-span structure and pitched roof of the Physical Education Gymnasium result in a fifty-foot height. Clad in a bright buckskin color plaster, the columns and beams of the structural bays are expressed, similar to the Main Building. The pitched, standing-seam metal roof identifies this structure

The Child Development Center is currently under construction. This single-story, flat-roofed building is clad with white-color metal panels. A wood trellis shades and enlivens the perimeter.

Wood Frame Buildings

The single-story, flat-roofed hospitality management building is the second oldest permanent building. The building is clad in buff colored cement plaster wall, articulated with a contrasting, scored brown color finish areas. These vertical score lines are somewhat reminiscent of the main building wall panels.

Temporary structures were added after the construction of the main building. These are wood frame construction, clad with painted plywood panels and wood battens.

Architectural Standards

The Facilities Committee recognized the need to adopt and adhere to a more stringent set of design standards. In this context however, it may be prudent to accept the current approach - to allow a variety of construction technologies for buildings in different locations, of disparate functions, scale and budgets.

The adoption of stronger formal expectations, material definition, and a limited color palette will contribute to visual cohesion and institutional identity. Proposed material application and colors for the primary construction systems are identified below.

Building Form and Massing

Variety in massing (building width, height and shape) provides a necessary transition in scale for larger buildings and helps define outdoor use areas. Both plan configuration and changes in wall planes will be used to achieve this quality.

- Building form and location should create courtyards to enhance the pedestrian environment at the ground level.
- Floor areas should be configured to reduce perceived building size, maximize potential daylight and provide an intimate scale typical of academic environments.
- Stepped or offset wall planes and changes in wall materials add visual interest and further reduce scale.
- Plaza areas adjacent to buildings should be provided for pedestrian activities. Plaza areas are to be protected from the wind and given appropriate solar orientation.
- Building entrances should be made clearly identifiable by use of scale and material changes.
- Additive elements lend coherence and provide more intimate scale. These include external stairs, canopies and covered walks.
- A dynamic profile is established at the roofline. Mechanical equipment screens and projecting shade canopies can be used to form distinctive profiles.

Building Components

All new buildings should display strong visual identity and contemporary character. To provide unity, however, these structures should share a variety of exterior design elements. To achieve this cohesion, all buildings should:

- Employ common and consistent exterior materials. The basic palette is formed with earth-colored concrete, articulated with high quality glazing and punctuated with feature metallic elements. Components and detail may vary by building.
- Accent building facades through constructive coloration and structural articulation.
- Emphasize building entrances with extensive glazing, canopies, and lighting.

LEED Criteria

Leadership in Energy and Environmental Design (LEED) offers a comprehensive rating system for sustainable building features. This system provides a consistent means of analysis for site development and building design. For classification as a LEED-certified building, a number of prerequisites and design conditions must be met. Successful incorporation of those features results in the accumulation of points on a numerical rating system. A complete description of the system is available on the U.S. Green Building Council web site.

The college and the district have considered two factors in evaluating the use of this system: LEED compliance and certification is not currently required for the community colleges and incorporation of certain design features represents a cost increase that may be prohibitive for state-funded projects. While desirable, LEED certification is not mandated for future campus buildings. Project analysis based on LEED criteria is however a requirement for all future projects. Whenever possible, materials proposed in the following sections should be selected on the basis of energy and environmental performance.

Exterior Wall Materials

Exterior cladding should employ a limited material and color palette, based on prevailing existing installations.

- **Concrete.** Cast-in-place, tilt panel and precast concrete are to be the dominant exterior materials cast with integral color to match the main building/ LRC and Science and Technology complex. Acceptable color is Davis "Sandstone" or approved equal to exactly match.

- **Wall Panel Systems.** The use of composite and preformed metal or wood panel systems is encouraged to contrast large concrete field areas. Acceptable colors are silver metallic (for metal systems) and natural finish for wood.

- **Window and Curtainwall Systems.** Elevations should be developed to include both punched window and large glazed areas. Window size and placement should respond to climate and orientation. The use of dark or reflective glass is prohibited. Green tinted glass PPG "Solex" or equal should be used.

- **Painted Metal.** The use of expressed structural elements, canopies and sun-control devices is desirable. The finish of these elements may vary within a neutral color range, compatible with the concrete and wall panel systems. The use of bright, high-chroma colors is prohibited except for accent features.

- **Cement Plaster.** The use of stucco is not desirable. This may however be the only reasonable solution for small or inconspicuous structures. For those conditions, field color should generally match the color of the integral color concrete described above.

Roofing and Roof Systems

Buildings should generally employ flat roofs, using mineral surface cap sheet systems. Sloped roof areas using silver-color standing seam type roofing should be integrated into building design to express the internal program, to introduce daylight or to enliven the composition. Roof materials should be light colored/

AIIM

Association for Information and Image Management
1100 Wayne Avenue, Suite 1100
Silver Spring, Maryland 20910
301-587-8202

Centimeter

Inches

MANUFACTURED TO AIIM STANDARDS
BY APPLIED IMAGE, INC.

reflectant or otherwise compliant with LEED standards.

Future construction is assumed to be one to two stories in height. Rooftop mechanical equipment should be completely screened from view. The basic screening material should be metal panels or siding similar to those installed on exterior wall areas

Interior Materials

Planned interior materials reflect the state-funded budgets for construction. Additional contribution by the District may be required to install special finishes at the locations described below. The introduction of interior materials that have low embodied energy or recycled content, and that contribute to higher standards of indoor air quality will enhance the quality of construction.

- **Floors.** Existing floor finishes consist almost exclusively of vinyl tile and carpet of various types, with ceramic tile at restrooms. These are assumed to be the basis of selection for all new finishes and replacement except as noted. In response to the environmental criteria described above, these materials may also be considered as premium cost additions: linoleum (flax/ linseed base), cement terrazzo, stone tile and in protected locations, wood.

- **Walls.** Painted gypsum board is the most typical wall finish on the campus and is assumed to be the basic wall finish for future construction. Ceramic tile is preferred for all wall areas of restrooms. The use of panelized materials such as wood or fabric-wrapped acoustic panels is desirable for selected high-visibility/ high-performance areas of all buildings.

- **Ceilings.** Suspended acoustical tile ceiling is generally used for all campus buildings. Installation should be generally restricted to 2'x2' size tiles in an exposed-tee suspension system. Alternate systems (such as metal tile) may be used in feature areas or to visually relieve large open-plan ceiling areas. The use gypsum board for soffits, and shaped or sloped ceilings is encouraged when not in conflict with maintenance access.

Life Safety Requirements

Existing exiting systems are assumed to be in compliance with the code in effect at the time of their original construction. Interior modifications and subsequent alterations must be brought into compliance with the requirements of the current code if one or more of the following conditions exist.

- The occupant load tributary to the exiting system is increased.

- The area served by the exiting system undergoes a change of occupancy or use.

- Additional stories are added

- The enforcing agency determines that the existing exiting system presents a hazard to the public safety.

These modifications will be subject to the approval of those agencies regulating construction for the Community College system. The Office of Regulatory Services (ORS) / Division of the State Architect (DSA) may accept these mitigating factors:

If kept below the extent described in the California Building Code, projects that affect exiting will not trigger current code compliance. For large scale remodeling projects, review with ORS/ DSA officials during the early planning stages should occur. ORS/ DSA must determine what specific exceptions to current life safety code compliance could be anticipated for any remodeling projects under consideration.

Interior reconstruction projects in the Main Building will require comprehensive analysis and possible modifications to the building's exiting system. As a multi-story building, this has significant potential impact on stairs, exit enclosures, exit balconies and wall openings. Modifications to the single-story Hospitality Management Building carry somewhat different implications. Here, potential changes may require rated construction and installation of a fire sprinkler system.

Accessibility Requirements

Both the Americans with Disabilities Act (ADA: a federal civil rights legislation which went into effect in July 1992) and Title 24 requirements of the California Building Code apply to the Mission College campus. Application of ADA does not take the place of the accessibility requirements regulated by the State Code. Both standards are used to determine accessibility.

As a place of employment with 25 or more employees, the ADA requires that all "readily achievable" architectural barriers be removed. In planning future renovation projects, it is important to consider the provisions given by the State Building Code that require that all public accommodations and facilities (including office buildings) shall be accessible to people with physical disabilities in the following areas:

- Sanitary facilities available for the public, clients or employees.
- Curbs or sidewalks intended for public use.

When alterations, structural repairs or additions are made, the following areas in addition to the specific areas of alteration must also be made accessible to people with physical disabilities:

- A primary entrance to the building or facility and the primary path of travel to the specific area of alteration, structural repair or addition.
- Sanitary facilities, drinking fountains and public telephones serving the area.

Application of these requirements must be reviewed with DSA/ ORS during the planning phase of any reconstruction project. Exceptions may include the following:

- Floors or levels above and below the first floor or ground level are exempt from these requirements if a ramp or elevator is not available to provide public access to such floors or levels.
- Floors or levels above the first floor or ground level are exempt from these requirements if a reasonable portion of all facilities and accommodations normally sought and used by the public in such a building are accessible to and usable by physically handicapped persons/people with physical disabilities.
- When the construction cost of alterations does not exceed $50,000, and when the enforcing agency finds

that compliance of this code creates an unreasonable hardship, compliance may be limited to actual work of the project.

- Alterations may also be limited to the actual work of the project when:

  1. Altering one building entrance to meet disabled access requirements.
  2. Altering one existing toilet to meet disabled access requirements.
  3. Altering existing elevators to meet disabled access requirements.
  4. Altering existing steps to meet disabled requirements.
  5. Altering existing handrails to meet disabled requirements.

- Heating, ventilation, air conditioning, or re-roofing projects are exempt. Electrical work that does not involve placement of switches and receptacles and cosmetic work that does not affect access, (such as painting, carpeting, etc.) are not considered alteration projects for purposes of accessibility.

Recent remediation projects have brought many areas of the campus into compliance with barrier-free design criteria. Buildings are generally accessible from the site; they are equipped with ramps, adequate clearances, and in some cases, with automatic doors.

Various conditions inconsistent with ADA requirements are still evident within the main building. These include objects protruding into access routes, stairs, ramps, doors, door hardware, water closets, strobe lights and horns. Future construction must modify elements to meet barrier-free design standards.

Reach Range

- Some light switches are mounted above the 48" A.F.F. front reach limit but below the 54" A.F.F. side-reach limit.

- Electrical outlets are frequently located below the lowest front reach limit; 15" A.F.F. and the lowest side reach limit, 9" A.F.F.

- The spout height of some of the drinking fountains is higher than the required mounting height. (This height ranges from 27" to 36" A.F.F.) In addition, some of the existing drinking fountains do not have the required 27" high and 8" deep knee space.

- Many counters are typically higher than the 34" A.F.F. side reach limit. Laboratory casework is generally non-compliant. Upper wall cabinets and sink faucets are generally not in conformance with ADA and code required reach range.

Clearance

- Some public telephone booths have inadequate clearance.
- Some corridors and vestibules are too tight.

Objects Protruding into Access Route

- Existing drinking fountains frequently protrude into corridors.
- Clearance for door swings is not adequate.

Stairs and Ramps

- Some ramped areas do not reflect current code requirements.
- Some handrails do not conform to code requirements.
- Many tread/riser dimensions and nosing profiles at exterior stairs are non-compliant.

Doors

- Some doors are less than 32" wide minimum opening. In some locations, a 12" clear space is not provided at the latch side.
- Some knob-type door hardware remains. While lever-type operators are generally present for publicly accessible rooms, replacement of knob-type hardware is required at all locations.
- Janitor closet doors, storage room doors, equipment, mechanical, and electrical room doors, though not intended for public use, must be changed to lever type hardware.

Restrooms

Most multiple accommodation restrooms have been renovated to meet barrier-free design criteria. The fixture count may have fallen below the needed minimum. Expansion of all existing restrooms should be anticipated as part of all building remodeling projects.

Accessibility Modifications

The campus has performed measures to mitigate the most significant non-compliant conditions. ADA compliance work was complete in 1998. The district completed $1.3 million in accessibility work as part of the State Chancellor's Office Capital Outlay Budget, ADA Phase I. (Sally Swanson and Associates completed the ADA survey. Construction Documents are dated 1995.)

Some barriers to accessibility remain in classrooms, workrooms and offices however. The Master Plan proposes significant remodeling for the Main Building. Mitigation of remaining

issues can be achieved at that time. Measures to make the building more completely barrier-free are best performed in conjunction with overall building modifications. Removal of remaining barriers is a legal obligation, is consistent with the college's goals for diversity, and offers additional justification for remodeling projects.

Campus-wide Facilities Issues

Budgets: Maintenance, Grounds and Custodial

As a result of budget reductions in 1978, 1984, 1989 and 1994, there are no discretionary funds in the various maintenance budgets. The budgets have never been restored. Understanding the importance of this issue is critical when considering the overall impact of new construction.

The custodial budget covers the purchase of cleaning compounds, trashcan liners and paper products. There are no discretionary funds for entry mats, floor repair, annual refinishing of the gym and athletic wood floors or for the replacement of equipment.

The maintenance budget covers the annual purchase of lamps and ballasts, air filters and the required contracts for the fire alarm, automatic doors, emergency generator, and elevator maintenance. No discretionary funds are available for on-going maintenance requests or facilities modifications, such as installing shelves, or adding electrical outlets, light fixtures, etc. This work must be requested and funded by project/item.

The grounds budget is only sufficient for minor repairs to the irrigation system, partial fertilizing, partial pesticide and partial application of herbicides. There are no discretionary funds for annuals, shrubs or tree replacement. All additional work must be requested and funded by project.

New Project Maintenance

New buildings include the Learning Resource Center, Child Development Center, Science and Technology Complex and Partial PE Phase II. Additional funds are needed for fixed costs related to these buildings. These costs include water, sewer, gas, and electrical services, insurance, elevator and automatic door maintenance, custodial and maintenance supplies and staffing.

Doors, Locks and Hardware

Installation of a campus wide key system is proposed. This general security improvement is undertaken for standardization and to alleviate concern over missing campus master keys. Re-keying may be undertaken as part of a general door hardware replacement. Replacement includes the exposed vertical rod, panic hardware and worn out cylinders on the entry doors.

Energy Management System (EMS)

The existing EMS system is ten years old and is not able to meet the additional instructional days and hours of operation. The 'groupings' for lighting and HVAC have been used to capacity. The 'front end' computer and Honeywell Microcells (data

gathering panels and logic panels) need to be replaced to provide for additional usage and growth. The existing EMS is not user friendly. Replacement of the entire EMS with a "distributed architecture" system is needed. A non-proprietary system is proposed so that the district will not be limited to a single service provider.

Ergonomics

An ergonomic survey for all offices, service areas, workstations, laboratories and classrooms is needed. The district is in a Joint Powers Agreement (JPA) with three other college districts for ergonomics, risk management, workers compensation, hazardous materials management plan and hazardous material collection. A comprehensive ergonomic survey is required to reduce risk in these areas. The district may elect to separately fund, and perform this survey for Mission College in advance of any actions taken by the JPA.

Fire Alarm

The original fire alarm system was installed in 1978 and is near the end of its service life. Subsequent modifications have mixed components and interface devices by different manufacturers, making it difficult to determine system reliability. Replacement by a complete system by one manufacturer has been identified by the district as an immediate need. (Note that the use of a proprietary system is acceptable to ensure life-safety performance.) All E&FMP projects will be reviewed for compatibility, and integrated into this system.

Parking Lots and Roadways

Repairs and improvements to parking lots and roadways are funded through the use of parking fees. No maintenance issues that exceed the current available funds were reported. Modifications to these areas are needed however, and have been identified in the E&FMP. Significant parts of the physical plan that affect these areas include the construction of the parking structure, completion of the round-about system at the perimeter roadway, and the introduction of landscape materials to the parking lot south of the Main Building.

Signage

The college currently does not make use of a standard signage program. The college has currently initiated the installation of new directional signs near walkways and buildings. New signs that match the size, graphics and mounting methods for these will installed as part of all new landscape/ sitework projects. Comprehensive standards for building signage will be developed as a requirement of the E&FMP.

All new buildings will incorporate exterior, building-mounted signage. Building titles will be provided using 12" high, "Grotesque" font, cast aluminum lettering.

Interior room identification will be provided using 7" x 8" acrylic material with raised tactile lettering. Signage design will be in three colors: black, white and silver, or as approved by the college for compatibility with the interior color scheme selected for a new building. The District will review specific signage criteria and the room numbering system for each project.

Security

Security issues will be reviewed on a project basis for all future construction. The district representative will address police issues concerning supplies, equipment and staffing during business hours and weekends.

Facilities Staffing

The college has increased the facilities staff workload by offering instruction on Saturdays and Sundays. Additional positions have not been added to meet these extended hours and additional days. The workweek for grounds, custodial and maintenance positions has been altered to provide minimal Saturday staffing. Since the workweek for these positions is Tuesday through Saturday, three crews are understaffed by one position on Mondays.

- **Mechanical Staffing** is provided via a full service maintenance agreement with Honeywell Building Services. The district is in the ninth year of this ten-year agreement. The full service agreement provides forty hours per week for mechanical labor, all HVAC repair parts, water treatment and Energy Management System (EMS) maintenance.

- **Custodial Staffing** for both Mission and West Valley Colleges is currently performed by a staff of twenty-eight. There were forty-four custodians at West Valley College in 1977. There were no new hires when Mission College opened in 1978. When compared to the other nine Bay Area community college districts, the custodial staff is in the bottom third quartile for area maintained.

- **Grounds Staffing** is provided by the fourteen positions established in 1977; no staff was added when Mission College opened in 1978. Currently, both campuses are maintained by nine full-time permanent positions. There are three full-time grounds positions at Mission College.

- **Maintenance Staffing** for Mission College represents 40% of District maintenance staff time. Currently, three full time permanent maintenance staff are assigned to Mission College, with one HVAC, and two maintenance technicians.

  Mission College shares one district electrician, plumber, painter and locksmith. No carpenters work districtwide; those positions and one plumber, a painter and an electrician were eliminated in 1994.

The addition of a full-time, permanent electrician and a painter are recognized as immediate needs for the college. An increase to the maintenance budget will be required to support these added staff. The District will review facilities staffing and budgets for all new projects proposed by the E&FMP.

Standardization

New construction provides the college with the opportunity to standardize many building components. The selection of electrical fixtures, hardware, landscape materials, key systems, mechanical, custodial and plumbing fixtures will be coordinated with the Facilities Planning, Operations and Maintenance

Department.

Trash Collection, Compactors

The city approved trash collector limits the methods for the collection and disposal of trash and recyclable materials. Additional compactors and trash collection sites on campus have been requested prior to the E&FMP. Significant new construction will increase this demand. All new E&FMP construction projects will identify potential locations for trash and recycling pick-up and coordinate access with the District's designated collectors.

Site Electrical Distribution

Five-year maintenance and testing of the high voltage conductors, transformers, switches and low voltage MCC's main distribution panels is required. The last testing and maintenance was performed in 1991. Industry standards state that testing and maintenance for all equipment should be done every five years and every three years for systems older than twenty-five years. The district funded the high voltage five-year maintenance and testing in September 2000.

Gas Distribution

The existing PVC gas mains serve Hospitality Management, Campus Center and the Gymnasium. These district- owned PVC gas mains should be replaced with poly or steel piping. PVC meets Uniform Plumbing Code requirements but is not desirable for durability and long-term maintenance.

PG&E is currently installing an additional meter and mains to support the new buildings in the district's current Five-Year Construction Plan. These buildings include the Child Development Center, Science and Technology Complex and the Partial Physical Education Phase II.

The district is currently mapping gas line locations and assessing capacity of gas service. Required service to all new buildings will be reviewed with the Facilities Planning, Operations and Maintenance Department.

Storm Drains

The existing storm drain system is reported to be in good condition. The system receives routine maintenance by the maintenance and grounds departments. All storm catch basins are identified and are cleaned on a semi-annual schedule. Additional storm drain catch basins have been added where needed.

The Five-Year Construction and E&FMP projects will require assessment of system capacity. Environmental goals of the Facilities Plan may be initiated to provide bioswale (surface) drainage and on-site water retention.

Sanitary Sewer

The existing sanitary system is reported to be in good condition. Typical for all site utilities, this system must be analyzed for increased capacity for all Facilities Plan projects.

Building Descriptions

This section describes the physical characteristics and technical information relevant to each campus building. Building nomenclature includes the various designations found on record documents. Typically this includes the original building title if different form the current title (e.g. "Phase I Building"), and the Office of Regulatory Services (ORS) application numbers.

General Description

The date of ORS permit issue has been included to indicate potential code requirements and technical considerations influencing the original design. Where the original building Occupancy and Construction types were not listed on file documents, the current equivalents have been provided.

Building gross square foot areas are listed where obtainable from record documents. Where this information is not available, assignable area is assumed to represent 70% of gross. Assignable square foot areas for campus buildings are taken from the "West Valley Community College District Detailed Room Report by Building- Mission College."

Construction

Permanent structures were designed and constructed between 1977 and 2001. Various architectural firms or associations performed design services. Buildings tend to employ dissimilar features and construction materials. The description of these elements is based on examination of construction documents on file and on observation.

Assumed characteristics of buildings identified by the E&FMP have been listed to provide a basis for cost estimating, and to establish compatibility with the new standards for architectural finishes.

Mechanical/ Electrical and Data Systems

Mechanical systems for the Mission College buildings were installed during the original construction. Systems description is based on review with the College, and where available, has been verified by examination of record documents.

Educational and Facilities Master Plan (E&FMP) Proposed Projects

"Accessibility" and "Life Safety" may apply to any future general construction projects, or can establish potential independent improvements in these categories.

The term "Maintenance Requirements" describes building components that require modification or replacement. Action to improve Items in this category involves a significant degree of construction.

"Enhancements" for the Educational and Service Program are intended to improve the building's capacity as a learning environment extending the structure's effective life span. These changes reflect criteria expressed in the Concept Papers. The changes have statistical bases in utilization rates, and are expressions of the College's educational philosophy. These modifications will be undertaken when any significant reconstruction to the respective buildings is considered.

Main Building: Current Characteristics

File Data: Originally Designated as "Phase I Building" on documents dated April 7, 1977. (ORS Application No. 38739, Building No. 100 on Mission College Space Inventory)

General Description
Occupancy: Type: Type B (Assumed)
Construction: Type: Type II- 1 Hour (Assumed)
Gross Square Foot Area: 178,000 (Approximate)
Assignable Area: 124,423
Room Types: Includes Office, Conference, Meeting Room, Assembly, Classrooms, Class and non-class Labs and Storage

Construction
Stories: Four Above Grade
Foundation Type: Continuous perimeter and grade beams
Floor Construction: Slab on grade, suspended slab
Structural System: CIP columns and beams
Typical Structural Bay: 30' x 30'
Exterior Cladding: CIP concrete, scored plywood panels, cement plaster soffits
Roof System: Built-up

Mechanical/ Electrical and Data Systems
HVAC System: Central Utility Plant
Mechanical Equipment Installation: 1977
Plumbing Services: gas, domestic hot and cold water
Domestic Hot Water System: Gas fired boiler
Fire Sprinkler System: Fully sprinkled
Number of Electrical Service Mains: (Not available)
Type of Electrical Service: (Not available)
Emergency Power: Yes
Data Systems: Yes (Partial)

Main Building: Future Projects

Accessibility Improvements
Improvements completed as part of State-funded Architectural Barrier removal. Second Floor, Third Floor and E&FMP Reconstruction projects will address remaining non-compliant conditions. Site access, path-of-travel, toilet facilities and other building-wide improvements will be confirmed.

Life Safety Improvements
Reconstruction projects will trigger evaluation of building-wide exit methods. While the proposed room uses are not assumed to increase occupant loads, scope of reconstruction may require changes outside the program area.

Building Maintenance Requirements
Floor Coverings: Remove/ replace carpets
Walls: Painting throughout
Doors: Remove/ Replace deteriorated wood doors
Windows: Remove/ Replace corroded metal frames
Ceilings: Maintain suspended wood ceilings where possible
Cladding: Replace guardrails, paint soffits, and wall panels
Roofing: Built-up Roofing. Routine maintenance anticipated.
Mechanical: Upgrade to meet current space use.
Plumbing: Increase toilet fixture count
Electrical: Remove lighting fixtures/ Relocate/ redistribute and seismic brace all fixtures to reflect current room use.

Enhancements for Educational/ Service Program:
Projects are strongly linked to the E&FMP. Transfer and consolidation of administrative offices, (3rd Floor Reconstruction) and increased capacity for computer-based learning, (2nd Floor Reconstruction) are primary goals of the E&FMP. General reconstruction completes revitalization and relocates service activities for greater visibility and access.

Hospitality Management: Current Characteristics

Note: Originally Designated on Documents dated May 12, 1983, as "Food Service Building ". (OSA No. 44960/ Plan No. 46, Mission College Space Inventory No. 300)

General Description
Occupancy: Type B (Assumed)
Construction: Type V-NR (Assumed)
Building Gross Square Foot Area: 16,000 (Assumed)
Building Assignable Area: 11,409
Room Types: Assembly, Food Facility, Meeting Room, Class Labs, Classrooms and Offices

Construction
Stories: One Above Grade
Foundation Type: Spread Footings
Floor Construction: Slab on Grade
Structural System: Wood Columns and Beams, Wood Joists
Typical Structural Bay: 25' x Varies
Exterior Cladding: Wood Studs, Textured Cement Plaster panels
Roof System: Built-up Roofing.

Mechanical/ Electrical Systems
HVAC System: Package rooftop units
Mechanical Equipment Installation: Original
Plumbing Services: Gas, domestic hot and cold water
Domestic Hot Water System: Gas-fired water heater
Fire Sprinkler System: Not sprinkled
KW Power Capacity: (Not available)
Number of Electrical Service Mains: (Not available)
Type of Electrical Service: (Not available)
Emergency Power: Yes
Data Systems: Limited retrofit

Hospitality Management: Future projects

Accessibility Improvements
Remove or improve any non-conforming conditions as part of project scope

Life Safety Improvements
Perform comprehensive analysis. Seismic-brace all mechanical/ electrical elements and suspended ceiling system if required.

Building Maintenance Requirements
Floor Coverings: Remove/ replace carpets
Walls: Painting throughout
Doors: Remove/ Replace deteriorated wood doors
Windows: Remove/ Replace corroded metal frames
Ceilings: Replace suspended ceilings
Cladding: Replace Fascia, Paint soffits
Roof System: Replacement over original Built-up Roofing as part of Reconstruction scope. Perform routine maintenance only.
Mechanical: 18-year old equipment is serviceable but inefficient. Upgrade rooftop units and ductwork for expansion.
Plumbing: Install fire sprinkler, Increase fixture count
Electrical: Replace or relamp lighting fixtures to provide adequate illumination. Brace all new/ existing fixtures

Enhancements for Educational/ Service Program

The Educational Plan identifies building improvements. Construction activities in this category include: Dining room expansion; Kitchen/ service area modifications; Disabled access improvements; Wall realignment, Replacement; Electrical power and lighting upgrades; and enhanced Data and Telecommunications capability. See "Educational and Service Program Requirements" for departmental, divisional and service group requirements.

PE Gymnasium: Current Characteristics

Note: Originally Designated as "Gymnasium" on Documents dated 1991, ORS Application No. 84296. (Mission College Space Inventory No. 400)

General Description
Occupancy: Type A2.1
Construction: Type II- 1 Hour
Gross Square Foot Area: 19,887
Assignable Area: 12,959
Room Types (ASF): Athletics/ Physical Education

Construction
Stories: One Above Grade (+/- 50' in height)
Foundation Type: Continuous perimeter and grade beams
Floor Construction: Slab on Grade
Structural System: Steel Columns and Beams, Metal roof deck
Typical Structural Bay: 23' x 23'
Exterior Cladding: Metal Studs, Cement Plaster and textured plywood
Roof System: Standing seam and Built-up Roofing.

Mechanical/ Electrical and Data Systems
HVAC System: Packaged rooftop HVAC with hot water coil,
Energy: Hot water heating, DX cooling
Mechanical Equipment Installation: Original
Plumbing Services: Water, natural gas and sanitary sewer
Domestic Hot Water System: Gas water heater.
Fire Sprinkler System: Fully sprinkled
KW Power Capacity: (Not Available)
Number of Electrical Service Mains: 1
Type of Electrical Service: 120/ 280 V, 3 PH, 4W
Emergency Power: Yes
Data Systems: Not provided/ limited

PE Gymnasium: Future projects

Accessibility Improvements
Meets current statutory requirements at date of construction. No work performed or anticipated.

Life Safety Improvements
Meets statutory requirements at date of construction. No work performed or anticipated

Building Maintenance Requirements
All materials installed 1993. Perform routine maintenance only.

Enhancements for Educational/ Service Program
Additions are scheduled as part of the District's current Five-year Plan. Periodic re-examination of the first phase building is to monitor performance and review program is required.

Campus Center: Current Characteristics

Note: Designated as "High Tech Campus Center" on Documents dated 1 October 1997. (OSA No. 66300, Plan No. 101, Mission College Space Inventory No. 500)

General Description
Occupancy: Type A3
Construction: Type V-1HR
Gross Square Foot Area: 34,965
Assignable Area: 17,370
Room Types (ASF): Meeting rooms, Labs, Retail and Offices

Construction
Stories: Two Above Grade
Foundation Type: Continuous perimeter
Floor Construction: Slab on grade, suspended slab.
Structural System: C.I.P. columns and beams, steel roof deck
Typical Structural Bay: 24' x 24' (Varies)
Exterior Cladding: C.I.P. concrete, cement plaster soffits and spandrels, and curtainwall
Roof System: Built-up roofing.

Mechanical/ Electrical and Data Systems
HVAC System: Packaged rooftop HVAC
Energy: Hot water heating, DX cooling
Mechanical Equipment Installation: Original Equipment
Plumbing Services: Water, natural gas, and sanitary sewer
Domestic Hot Water System: Gas Water Heater.
Fire Sprinkler System: Fully sprinkled
KW Power Capacity: (Not Available)
Number of Electrical Service Mains: 1
Type of Electrical Service: 120/ 280 V, 3 PH, 4W
Emergency Power: Yes
Data Systems: Cable tray/ plenum distribution

Campus Center: Future Projects

Accessibility Improvements
Meets current statutory requirements. No work performed or anticipated

Life Safety Improvements
Meets current statutory requirements. No work performed or anticipated

Building Maintenance Requirements
All materials installed 1999. Perform routine maintenance only.

Enhancements for Educational/ Service Program
Periodic re-examination of the building to monitor performance and review program is required.

Learning Resource Center: Current Characteristics

Note: Record Documents dated 1998, ORS Application No. 84296. (Mission College Space Inventory No. 600)

General Description
Occupancy: mixed A and B
Construction: Type II-1 HR
Gross Square Foot Area: 38,439
Assignable Area: 27,431
Room Types (ASF): Library, Audio-Visual, Offices

Construction
Stories: One Above Grade
Foundation Type: Spread Footings
Floor Construction: Slab on grade, steel roof deck
Structural System: Steel frame/ Tilt-up concrete
Typical Structural Bay: 25'-6"
Exterior Cladding: Concrete, metal panel, curtainwall
Roof System: Mineral surface cap sheet, standing seam

Mechanical/ Electrical and Data Systems
Air Conditioning System: Rooftop package HVAC
Heating Fuel: Gas
Water Heater Type: Domestic water heater
Fire Sprinkler System: Fully Sprinkled
KW Power Capacity: 750 KVA
Number of Electrical Service Mains: 1
Type of Electrical Service: 1600 A, 277/ 480 V
Emergency Power: Yes
Data Systems: Yes
Data Distribution Methods: Cable Tray/ plenum
Capacity for Distance Learning: All instructional areas

Learning Resource Center: Future Projects

Accessibility Improvements
Meets current statutory requirements. No work performed or anticipated

Life Safety Improvements
Meets current statutory requirements. No work performed or anticipated

Building Maintenance Requirements
All materials installed 2001. Perform routine maintenance only.

Enhancements for Educational/ Service Program
Periodic re-examination of the building is necessary to monitor performance and to assure that program requirements are met.

Construction of site and building elements that were eliminated to reduce costs is needed. These include: Transformer enclosure, north garden area, and roof screen

Construction of site elements to enhance the buildings role as part of the east gateway is needed. These include: site walls, directory signage monument and landscape materials.

Child Development Center: Current Characteristics

File Data: Note: Construction documents issued July 19, 2000, ORS Application No. 102430. (College Space Inventory No. To be assigned)

General Description
Occupancy: Type B2
Construction: Type V-1HR
Gross Square Foot Area: Approx. 9,900
Assignable Area: 6,940
Room Types (ASF): Demonstration, Labs and Offices

Construction
Stories: One Above Grade
Foundation Type: Continuous perimeter footings.
Floor Construction: Slab on grade, Metal roof deck
Structural System: Steel columns and beams
Typical Structural Bay: 30' x 30'
Exterior Cladding: Metal panels
Roof System: Built-up Roofing.

Mechanical/ Electrical and Data Systems
HVAC System: Rooftop HVAC
Energy: Primary/ secondary hot water heating;
Mechanical Equipment Installation: Original
Plumbing: Water, natural gas, and sanitary sewer
Domestic Hot Water System: Gas water heater with recirc. pump
Fire Sprinkler System: Fully sprinkled
KW Power Capacity: (Not available)
Number of Electrical Service Mains: (Not available)
Type of Electrical Service: (Not available)
Emergency Power: Yes
Data Systems: Yes

Child Development Center: Future projects

Accessibility Improvements
Meets current statutory requirements. No work performed or anticipated

Life Safety Improvements
Meets current statutory requirements. No work performed or anticipated

Building Maintenance Requirements
All materials installed 2001. Perform routine maintenance only.

Enhancements for Educational/ Service Program
Periodic re-examination of the building is required to review performance and assess program requirements.

Construction of site elements to enhance the buildings role as part of the east gateway is needed. These include: site walls, directory signage monument and landscape materials.

Science and Technology Complex: Current Characteristics

Note: Construction documents issued 2001, ORS Application No. 32145. (College Space Inventory No. To be assigned)

General Description
Occupancy: Type B
Construction: Type V-1HR
Gross Square Foot Area: 32,135
Assignable Area: 21,120
Room Types: Laboratories, Lecture, and Offices

Construction
Stories: Three above grade (Includes rooftop greenhouse)
Foundation Type: Spread footings
Floor Construction: Concrete over steel deck
Structural System: Steel columns and beams
Typical Structural Bay: 20'-0"
Exterior Cladding: Tilt-up concrete, metal panels, curtainwall
Roof System: Mineral surface cap sheet

Mechanical/Electrical and Data Systems
HVAC System: Packaged rooftop HVAC
Energy: Electric resistance heating, DX cooling
Plumbing Services: water, gas, sanitary sewer
Domestic Hot Water System: Electric Water Heater.
Fire Sprinkler System: Fully sprinkled

Electrical System
KW Power Capacity: 750 KVA
Number of Electrical Service Mains: 1
Type of Electrical Service: 1600 A, 277/ 480 V
Emergency Power: Yes
Data Distribution Methods: Cable tray/ plenum
Capacity for Distance Learning: All instructional areas

Science and Technology Complex: Future Projects

Accessibility Improvements
Meets current statutory requirements. No work performed or anticipated

Life Safety Improvements
Meets current statutory requirements. No work performed or anticipated

Building Maintenance Requirements
All materials will be installed during 2001 construction. Perform routine maintenance only.

Enhancements for Educational/ Service Program
Periodic re-examination of the building is to assure performance program is needed.

Bidding and procurement for this project were undertaken with a recognized deficit. Bid construction costs exceeded the State allocation. The District may be required to provide additional funds if not augmented by the State.

Site and building elements that were not included to reduce costs should be restored. These elements include building de-ionized water, the construction of the northeast roundabout, the courtyard water feature, and the instructional landscape area. Construction of site elements to enhance the buildings role as part of the northeast gateway is needed. These include: site walls, directory signage monument and landscape materials.

Physical Education Phase II: Current Characteristics

File Data: Construction documents issued 2001, ORS Application No. 32145. (State Inventory No. To be assigned)

General Description
Occupancy: Type B
Construction: Type V-1HR
Gross Square Foot Area: 32,135
Assignable Area: 21,120
Room Types: Laboratories, Lecture, and Offices

Construction
Stories: One above grade
Foundation Type: Spread footing
Floor Construction: Slab on grade
Structural System: Steel Columns and beams
Typical Structural Bay: Varies
Exterior Cladding: Tilt-up concrete, metal panels, curtainwall
Roof System: Mineral surface cap sheet

Mechanical/Electrical and Data Systems
HVAC System: Packaged rooftop HVAC
Energy: Electric resistance heating, DX cooling
Plumbing Services: Cold Water, Sanitary Sewer
Domestic Hot Water System: Electric Water Heater.
Fire Sprinkler System: Fully Sprinkled
KW Power Capacity
Number of Electrical Service Mains
Type of Electrical Service:
Emergency Power
Data Distribution Methods: Cable tray/ plenum
Capacity for Distance Learning: All instructional areas

Physical Education Phase II: Future Projects

Accessibility Improvements
Meets current statutory requirements. No work performed or anticipated

Life Safety Improvements
Meets current statutory requirements. No work performed or anticipated

Building Maintenance Requirements
Materials for Partial PE Phase II will be installed 2001. Routine maintenance only is assumed. Material installation for completion phase will occur after conclusion of the 2001 E&FMP. (Coordinate with new standards for features and finishes.) Routine maintenance only can be assumed.

Enhancements for Educational/ Service Program
Project includes both locally funded (Partial PE Phase II) and state funded elements. Periodic re-examination of the building is to assure performance program is needed.

Any site and building elements that may be eliminated as part of project cost-reduction strategy should be restored. Confirm status with project design team after bidding.

Physical Education Phase III: Anticipated Characteristics

Note: FPP documents issued 2000, ORS Application No. To be assigned after PW phase

General Description
Occupancy: Type B
Construction: Type V-1HR
Gross Square Foot Area: 10,835
Assignable Area: 10,277
Room Types: Laboratories

Construction
Stories: One above grade
Foundation Type: Spread footing
Floor Construction: Concrete over steel deck
Structural System: Steel columns and beams
Typical Structural Bay: (To be determined)
Exterior Cladding: Tilt-up concrete, metal panels, curtainwall
Roof System: Mineral surface cap sheet

Mechanical/Electrical and Data Systems
HVAC System: Packaged rooftop HVAC
Energy: Electric resistance heating, DX cooling
Plumbing Services: Water, gas, sanitary sewer
Domestic Hot Water System: Electric water heater.
Fire Sprinkler System: Fully sprinkled
KW Power Capacity: (To be determined)
Number of Electrical Service Mains: (To be determined)
Type of Electrical Service; (To be determined)
Emergency Power: (Assumed)
Data Distribution Methods: Cable tray/ plenum
Capacity for Distance Learning: All instructional areas

Physical Education Phase III: Future Projects

Accessibility Improvements
Project will meet current statutory requirements. No work performed or anticipated

Life Safety Improvements
Project will meet current statutory requirements. No work performed or anticipated

Building Maintenance Requirements
Material installation will occur after completion of the 2001 E&FMP. (Coordinate with new standards for features and finishes.) Routine maintenance only can be assumed.

Enhancements for Educational/ Service Program
Periodic re-examination of the building is to assure performance program is needed.

Any state-funded site and building elements that may be eliminated for project cost-reduction should be restored. Confirm status with project design team after bidding.

Cultural, Technical and Performing Arts Complex: Assumed Characteristics

Note: Needed by the Educational Master Plan- Programming, IPP/FPP documentation to be performed.

General Description
Occupancy: Type Mixed A, B (Assumed)
Construction: Type II-1HR (Assumed)
Gross Square Foot Area: 78,000 (Assumed)
Assignable Area: 54,000 (Assumed)
Room Types: Assembly, Laboratories, Lecture, and Offices

Construction
Stories: Mixed- one and two above grade
Foundation Type: Spread footings
Floor Construction: Suspended concrete
Structural System: Concrete Columns and beams
Typical Structural Bay: To be determined
Exterior Cladding: C.I.P. concrete, metal panels, curtainwall
Roof System: Mineral surface cap sheet/ standing seam

Mechanical/Electrical and Data Systems
HVAC System: Packaged rooftop HVAC
Energy: Electric resistance heating, DX cooling
Plumbing Services: Cold Water, Sanitary Sewer
Domestic Hot Water System: Electric Water Heater.
Fire Sprinkler System: Fully Sprinkled
KW Power Capacity: (To be determined)
Number of Electrical Service Mains: (To be determined)
Type of Electrical Service: (To be determined)
Emergency Power: (Assumed)
Data Distribution Methods: Cable tray/ plenum assumed

Cultural, Technical and Performing Arts Complex: Future Projects

Accessibility Improvements
Building design will meet current statutory requirements. Note that site access, path-of-travel, assigned parking and other site improvements may be triggered by this project.

Life Safety Improvements:
Building design will meet current statutory requirements. Maintain setbacks from existing structures to provide program area within the most economical construction type, and without impact to adjacent buildings.

Building Maintenance Requirements:
The project will represent an increase in custodial and maintenance staffing, maintenance materials and energy use. Confirm anticipated long-term project costs with the District.

Enhancements for Educational/ Service Program:
The project is a primary goal of the E&FMP. Building program must be confirmed in subsequent IPP design phase.

General Education Building: Assumed Characteristics

Note: Needed by the Educational Master Plan- Programming, IPP/FPP documentation to be performed)

General Description
Occupancy: Type B (Assumed)
Construction: Type II-1HR (Assumed)
Gross Square Foot Area: 84,000 (Assumed)
Assignable Area: 59,000 (Assumed)
Room Types: Laboratories, Lecture, and Offices

Construction
Stories: Two above grade
Foundation Type: Spread footing
Floor Construction: Suspended concrete
Structural System: Concrete Columns and beams
Typical Structural Bay: To be determined
Exterior Cladding: Poured concrete, metal panels, curtainwall
Roof System: Mineral surface cap sheet/ standing seam

Mechanical/Electrical and Data Systems
HVAC System: Packaged rooftop HVAC
Energy: Electric resistance heating, DX cooling
Plumbing Services: water, gas, sanitary sewer
Domestic Hot Water System: Electric water heater.
Fire Sprinkler System: Fully sprinkled
KW Power Capacity: (To be determined)
Number of Electrical Service Mains: (To be determined)
Type of Electrical Service: (To be determined)
Emergency Power: (Assumed)
Data Distribution Methods: Cable tray/ plenum
Capacity for Distance Learning: All instructional areas

General Education Building: Future Projects

Accessibility Improvements
Building design will meet current statutory requirements. Note that site access, path-of-travel, assigned parking and other site improvements may be triggered by this project.

Life Safety Improvements:
Building design will meet current statutory requirements. Maintain setbacks from existing structures to provide program area within the most economical construction type, and without impact to adjacent buildings.

Building Maintenance Requirements:
The project will represent an increase in custodial and maintenance staffing, maintenance materials and energy use. Confirm anticipated long-term project costs with the District.

Enhancements for Educational/ Service Program:
The project is a primary goal of the E&FMP. Building program must be confirmed in the subsequent IPP design phase.

Contract / Community Education Building:
Assumed Characteristics

Note: Needed by the Master Plan- Programming, IPP/FPP documentation to be performed

General Description
Occupancy: Type A, B (Assumed)
Construction: Type II-1HR (Assumed)
Gross Square Foot Area: 30,000 (Assumed)
Assignable Area: 21,000 (Assumed)
Room Types: Laboratories, Lecture, Conference and Offices

Construction
Stories: One above grade
Foundation Type: Spread footing
Floor Construction: Slab on grade
Structural System: Steel Columns and beams
Typical Structural Bay: To be determined
Exterior Cladding: Tilt-up concrete, metal panels, curtainwall
Roof System: Mineral surface cap sheet/ standing seam

Mechanical/Electrical and Data Systems
HVAC System: Packaged rooftop HVAC
Energy: Electric resistance heating, DX cooling
Plumbing Services: water, gas, sanitary sewer
Domestic Hot Water System: Electric water heater.
Fire Sprinkler System: Fully sprinkled
KW Power Capacity: (To be determined)
Number of Electrical Service Mains: (To be determined)
Type of Electrical Service: (To be determined)
Emergency Power: (Assumed)
Data Distribution Methods: Cable tray/ plenum

Contract/Community Education Building:
Future Projects

Accessibility Improvements
Building design will meet current statutory requirements. Note that site access, path-of-travel, assigned parking and other site improvements may be triggered by this project.

Life Safety Improvements:
Building design will meet current statutory requirements. Maintain setbacks from existing structures to provide program area within the most economical construction type, and without impact to adjacent buildings.

Building Maintenance Requirements:
The project will represent an increase in custodial and maintenance staffing, maintenance materials and energy use. Confirm anticipated long-term project costs with the District.

Enhancements for Educational/ Service Program:
The project is a primary goal of the E&FMP. Building program must be confirmed in subsequent IPP design phase.

District Services Building: Assumed Characteristics

Note: Needed by the Master Plan- Programming, IPP/FPP documentation to be performed)

General Description
Occupancy: Type A, B (Assumed)
Construction: Type II-1HR (Assumed)
Gross Square Foot Area: 20,000 (Assumed)
Assignable Area: 14,000 (Assumed)
Room Types: Offices, Meeting Rooms, Data, Clinic, Support

Construction
Stories: Two above grade
Foundation Type: Spread footing
Floor Construction: Slab on grade, concrete over steel deck
Structural System: Steel columns and beams
Typical Structural Bay: To be determined
Exterior Cladding: Tilt-up concrete, metal panels, curtainwall
Roof System: Mineral surface cap sheet

Mechanical/Electrical and Data Systems
HVAC System: Packaged rooftop HVAC
Energy: Electric resistance heating, DX cooling
Plumbing Services: water, gas, sanitary sewer
Domestic Hot Water System: Electric water heater.
Fire Sprinkler System: Fully sprinkled
KW Power Capacity: (To be determined)
Number of Electrical Service Mains: (To be determined)
Type of Electrical Service: (To be determined)
Emergency Power: (Assumed)
Data Distribution Methods: Cable tray/ plenum
Capacity for Distance Learning: Not applicable

District Services Building: Future Projects

Accessibility Improvements
Building design will meet current statutory requirements. Note that site access, path-of-travel, assigned parking and other site improvements may be triggered by this project.

Life Safety Improvements:
Building design will meet current statutory requirements. Maintain setbacks from existing structures to provide program area within the most economical construction type, and without impact to adjacent buildings.

Building Maintenance Requirements:
The project will represent an increase in custodial and maintenance staffing, maintenance materials and energy use. Confirm anticipated long-term project costs with the District.

Enhancements for Educational/ Service Program:
The project is a primary goal of the E&FMP. Building program must be confirmed in the subsequent IPP design phase.

Child Care Facility: Assumed Characteristics

Note: Needed by the Master Plan- Programming, IPP/FPP documentation to be performed)

General Description
Occupancy: Type B (Assumed)
Construction: Type V-1HR (Assumed)
Gross Square Foot Area: 10,000 (Assumed)
Assignable Area: 7,000 (Assumed)
Room Types: Office, Service and Support

Construction
Stories: One above grade
Foundation Type: Spread footing
Floor Construction: Slab on grade, concrete over steel deck
Structural System: Steel columns and beams
Typical Structural Bay: To be determined
Exterior Cladding: C.I.P. concrete, metal panels, curtainwall
Roof System: Mineral surface cap sheet

Mechanical/Electrical and Data Systems
HVAC System: Packaged rooftop HVAC
Energy: Electric resistance heating, DX cooling
Plumbing Services: water, gas, sanitary sewer
Domestic Hot Water System: Electric water heater.
Fire Sprinkler System: Fully sprinkled
KW Power Capacity: (To be determined)
Number of Electrical Service Mains: (To be determined)
Type of Electrical Service: (To be determined)
Emergency Power: (Assumed)
Data Distribution Methods: Cable tray/ plenum
Capacity for Distance Learning: Not applicable

Child Care Facility: Future Projects

Accessibility Improvements
Building design will meet current statutory requirements. Note that site access, path-of-travel, assigned parking and other site improvements may be triggered by this project.

Life Safety Improvements:
Building design will meet current statutory requirements. Maintain setbacks from existing structures to provide program area within the most economical construction type, and without impact to adjacent buildings.

Building Maintenance Requirements:
The project will represent an increase in custodial and maintenance staffing, maintenance materials and energy use. Confirm anticipated long-term project costs with the District.

Enhancements for Educational/ Service Program:
The project is a primary goal of the E&FMP. Building program must be confirmed in the subsequent IPP design phase.

Parking Structure: Assumed Characteristics

Note: Needed by the Educational Master Plan- Programming, IPP/FPP documentation to be performed)

General Description
Occupancy: Type B2 (Assumed)
Construction: Type II-1HR (Assumed)
Gross Square Foot Area: 150,000 (Assumed)
Assignable Area: 500-car capacity (Assumed)
Room Types: Not applicable/ Service and support rooms only

Construction
Stories: One below and two above grade
Foundation Type: Spread footing
Floor Construction: Slab on grade/ suspended concrete
Structural System: Concrete Columns and beams
Typical Structural Bay: (To be determined)
Exterior Cladding: Poured concrete, metal panels, curtainwall
Roof System: Not applicable/ Standing seam at elevators, circ.

Mechanical/Electrical and Data Systems
HVAC System: Packaged rooftop HVAC (elevators, lobbies)
Energy: Electric resistance heating, DX cooling
Plumbing Services: Cold Water, sanitary sewer
Domestic Hot Water System: Electric water heater.
Fire Sprinkler System: Fully sprinkled
KW Power Capacity: (To be determined)
Number of Electrical Service Mains: (To be determined)
Type of Electrical Service: (To be determined)
Emergency Power: (Assumed)
Data Distribution Methods: NA/ to office support areas only

Parking Structure: Future Projects

Accessibility Improvements
Building design will meet current statutory requirements. Note though site access, path-of-travel, assigned parking and other site improvements may be triggered by this project.

Life Safety Improvements:
Building design will meet current statutory requirements. Maintain setbacks from existing structures to provide program area within the most economical construction type, and without impact to adjacent buildings.

Building Maintenance Requirements:
The project will represent an increase in custodial and maintenance staffing, maintenance materials and energy use. Confirm anticipated long-term project costs with the District.

Enhancements for Educational/ Service Program:
The project is a primary goal of the E&FMP. Building capacity, traffic and environmental impact must be confirmed in the subsequent IPP design phase.

X. Concluding Comments

521

X. Concluding Comments

The preparation of comprehensive educational and facilities master plans for a collegiate institution is a major undertaking. The effort involves numerous hours of research, deliberation, decision making, and written presentation. Virtually every employee and many students are directly or indirectly involved in the process. When the process is complete, the information contained in the documents reflects, to some extent, the vast amounts of time and energy expended to produce the plans.

Unfortunately, in many instances, educational and facilities master plans are referred to very infrequently and relegated to bookcases. However, for the plans that have been presented in this document to have the utmost impact on Mission College and the West Valley Community College District as a whole, they must be used. This use must consist of regularly referring to these plans when decisions are made pertaining to any of the myriad educational services that Mission College will be expected to provide to the community.

Specifically, the very detailed information provided in Mission's Educational and Facilities Master Plan presented in this document should be used as the basis for determining (1) the educational programs that should be provided, (2) the personnel needed to deliver the programs and services that are to be offered, (3) the facilities that are needed and the time when they should become available, (4) the equipment necessary for delivering the program and services in the most effective manner, (5) the funding support, and (6) the liaisons that are appropriate to establish between Mission College and other groups and agencies to enhance the effectiveness with which the college delivers its instructional programs and services.

Internally, the college intends to use these plans to assist all persons involved in the decision making process to make the wisest choices. By knowing the priorities and what is available in the budget, the decision makers can put in place an orderly procedure for addressing the needs of the institution in each categorical area.

Mission College is aware that educational and facilities master plans must be revisited periodically. Although it is proud of the current plans, it clearly recognizes that in the near future, these plans must be updated to enable the college to continue providing educational programs and services that are truly meeting the needs of the communities it serves in a timely fashion. Accordingly, it looks forward to the next planning cycle in which the college will embark on updating its educational and facilities master plan to maintain currency and reflect a long-term vision for the institution.

Appendices

Appendix A: Steering Committee Directory

Appendix B: The Purpose of the College Governance and Planning Council

Appendix C: Reading Groups for Educational and Facilities Master Plan

Appendix D: Detailed Organizational Charts

Appendix E: Distribution of Space, Instructional Capacity, Enrollment Growth, and Removal of Temporary Buildings

Appendix F: Campus Key Plans

Appendix A

Steering Committee Directory

Mission College
3000 Mission College Blvd
Santa Clara, CA 95054

Christopher O'Hearn, President
Phone: 408/ 855-5122
FAX: 408/ 855-5466
Email: chris_o'hearn@wvmccd.cc.ca.us

Lee Callaway, Vice President, Instruction
Coordinator/Contact for EFMP Process
Phone: 408/855-5182
FAX: 408/ 496-0462
Email: lee_callaway@wvmccd.cc.ca.us

Dan Matarangas, Vice President, Student Services
Phone: 408/855-5338
FAX: 408/ 855-5467
Email: dan_matarangas@wvmccd.cc.ca.us

Worku Negash, Dean, Administrative Services
Phone: 408/ 855-5232
Email: worku_negash@wvmccd.cc.ca.us

Bruce Judd, Dean, Instructional Technology/DL*

Regina Stanback-Stoud, Dean, Workforce*

Phil Pabich, Dean, Community Services
Phone: 408/ 855-5109
Email: phil_pabich@wvmccd.cc.ca.us

Chris Olson, Institutional Research Analyst
Phone: 408/ 855-5239
FAX: 408/ 492-9746
Email: chris_olson@wvmccd.cc.ca.us

Dianne McKay, President, Academic Senate
Phone: 408/ 855-5312
FAX: 408/855-5458
Email: dianne_mckay@wvmccd.cc.ca.us

Connie Moralez, President,Classified Senate
Phone: 408/ 855-5060
Email: connie_moralez@wvmccd.cc.ca.us

Carol Toppel, Academic Senate Rep
Phone: 408/ 5089
Email: carol_toppel@wvmccd.cc.ca.us

Betty Grayson, Chair, PFE
Phone: 408/ 855-5380
FAX: 408/ 855-5461
Email: betty_grayson@wvmccd.cc.ca.us

Celia Esposito, Student Serv.Council Rep*

Carolyn Kuri, Classified Senate Rep.
Phone: 408/855-5407
Email: carolyn_kuri@wvmccd.cc.ca.us

Steve Dinger, Division Chair Rep
Phone: 408/855-5338
Email: steve_dinger@wvmccd.cc.ca.us

Marjorie Knowles, Grants Liasion
Phone: 408/855-5206
Email: marjorie_knowles@wvmccd.cc.ca.us

Lawrence Tait, ASB Rep
Phone: 408/ 855-5400FC
FAX: 408/ 855-5473

Damien Mai, ASB Rep
Phone: 408/855-5400
FAX: 408/ 855-4373

*Former Steering Committee Member

Consultants

The Mangham Company
5205 Victor Avenue
El Cerrito, CA 94530-2151

Clarence Mangham, Ph.D., Company Chairman
Phone: 510/ 232-0468
FAX: 510/ 232-0336

Katrin Spinetta, Ed.D., Associate
Phone and FAX: 925/ 820-2983
Email: kispinetta@aol.com

With the Assistance of:

MBT Architecture
185 Berry Street, Suite 5700
San Francisco, CA 94107

Bryan Croeni, AIA, Sr. Vice President
Phone: 415/ 896-0800
FAX: 415/ 495-5237
Email: croeni@mbtarch.com

Stevens Williams, AIA, Associate Principal
Phone: 415/ 896-0800
FAX: 415/ 495-5237
Email: swilliams@mbtarch.com

Appendix B

The Purpose of the College Governance and Planning Council

The Mission College Governance and Planning Council (GAP) is a shared decision-making body composed of students, faculty, classified, and administrative personnel. Members are selected to represent constituent groups from the ASB, Classified Senate, Academic Senate, Division Chair Council and Student Services Council. In addition, the President, Vice Presidents of Instruction and Student Services, and the Dean of Administrative Services serve by virtue of their positions. Other members serve on the basis of their expertise. Generally, the GAP will act in a coordinating manner, attempting to both lead and foster creativity.

The purpose of the Mission College Governance and Planning Council is to serve as an overall coordinating body in the governance and planning of Mission College. GAP will coordinate initiatives that arise from either internal college business or opportunities presented by the community. GAP will serve as a planning body, identifying opportunities and initiatives that should be acted upon by the component groups in the college. It will urge and shepherd decisions from the constituents.

It is GAP's intent to gather information, analyze data, and establish solutions/conclusions to issues brought before it. GAP will provide advice to and consult with the president and serve as a communication link between the college and the president, chancellor, and the Governing Board.

Revised January, 2000

Appendix C

Reading Groups For Educational and Facilities Master Plan

Group 1	Concept Papers
Bruce Judd, Chair	English
Alan Chandler	ESL
Carol Toppel	Fire Protection/Env.Technology
Nan Biltz	Foreign Languages
Daniel Franco	Global Studies
	Health Occupations
	History/Geography
	Hospitality Management
	Humanities/Art History
	Nutritional Sciences/Dietary Services
	Reading
	Retail Floristry
	Child Development

Group 2	Concept Papers
Dan Matarangas, Chair	Accounting
Jim DeLongchamp	Anthropology
Jennifer Constanza	Art
Dee Gonzales	Astronomy/Physics
Linda Cochran	Biological Sciences/Biology
	General Business
	Chemistry
	Communications/Speech
	Economics
	Engineering
	Management and Supervision
	Marketing
	Real Estate

Group 3	Concept Papers
Win Shin Chiang, Chair	Access
Ann Cowels	Admissions & Records/Veterans
Donnell Magee	Articulation
Helen Ostrander	Assessment
Marivic Cagatao	Athletics/Intercollegiate
	Counseling
	Health Center
	LATC/DISC/Learning Assistance
	Matriculation
	Pass the Torch
	Staff Development
	Transfer Center

Group 4	Concept Papers
Regina Stanback-Stroud, Chair	Classified Senate
Steve Dinger	Academic Senate
Amelia Ackers-Martin	Administrative Services Office
Judy Malone	Community Educ. Office/Inter. Students
Carolyn Kuri	Institutional Research
	Office of Instruction
	Instructional Technology Office
	Marketing/Commun. & Graphics Office
	Presidents Office
	Student Senate
	Student Services Office
	Workforce/Economic Development Office

Group 5

Worku Negash, Chair
Jody Hacker
Mike Burtch
Rebecca Sredanovich
Celia Esposito

Concept Papers

Career Transfer Programs
Cashier
Contract Education
EOP&S
Financial Aid
Library Instruction/Reference
Library Services
Philosophy
Physical Education
Psychology
Television/AV

Group 6

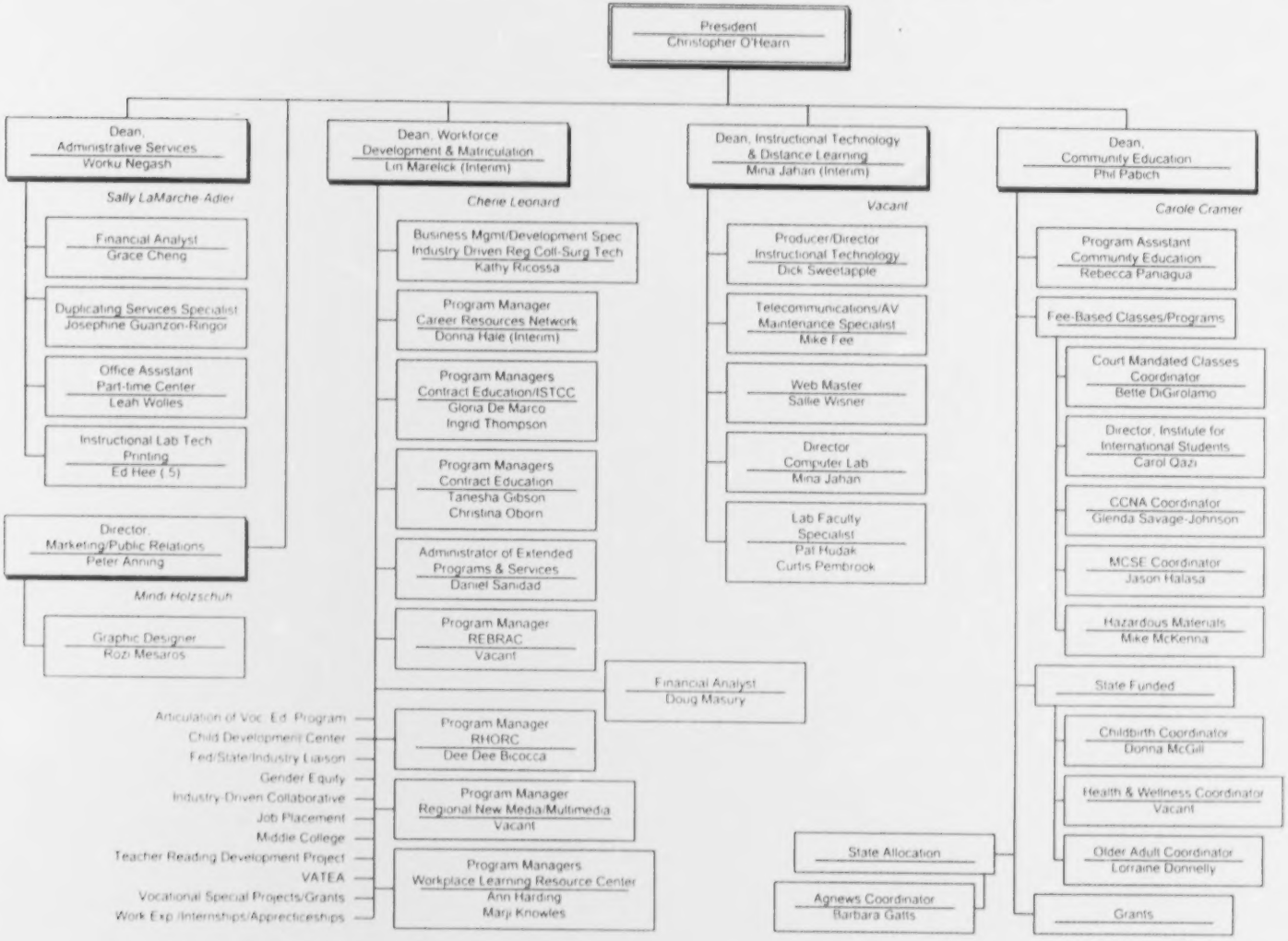
Phil Pabich, Chair
Jim Burrell
Pat Hudak
Debbie Dominici
Don Cordero

Concept Papers

Computer Applications
Computer Information Systems
Computer Electronics Technology
Computer Networking Technology
Design Drafting Technology
Distance Learning
Graphic Arts
Graphic & Multimedia Design
Manufacturing Technology
Mathematics
Music
Political Sciences
Sociology

APPENDIX D

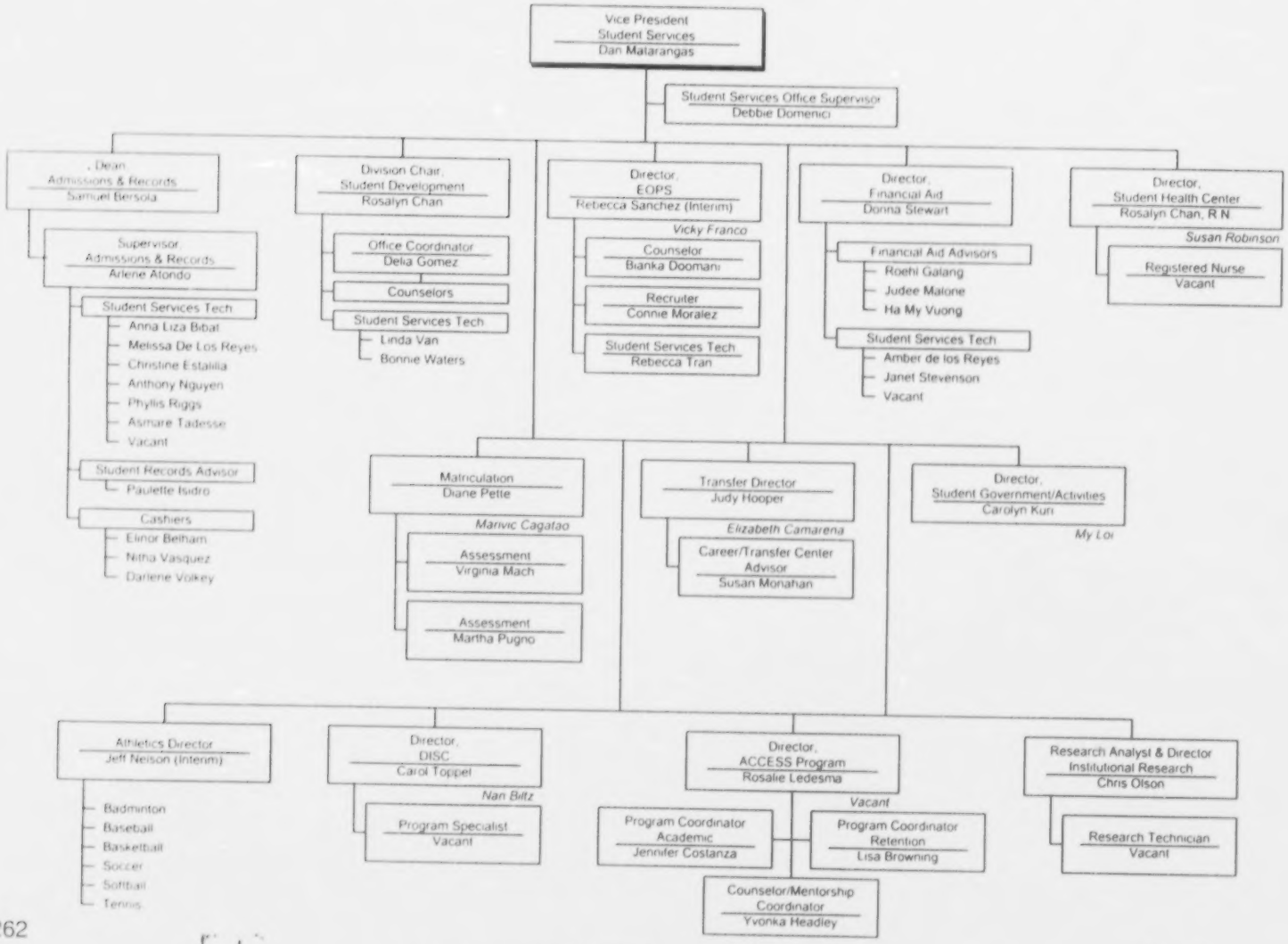
Administrative Services, Workforce Development, Instructional Technology, Community Education, Marketing/Public Relations



BEST COPY AVAILABLE

APPENDIX D

Student Services

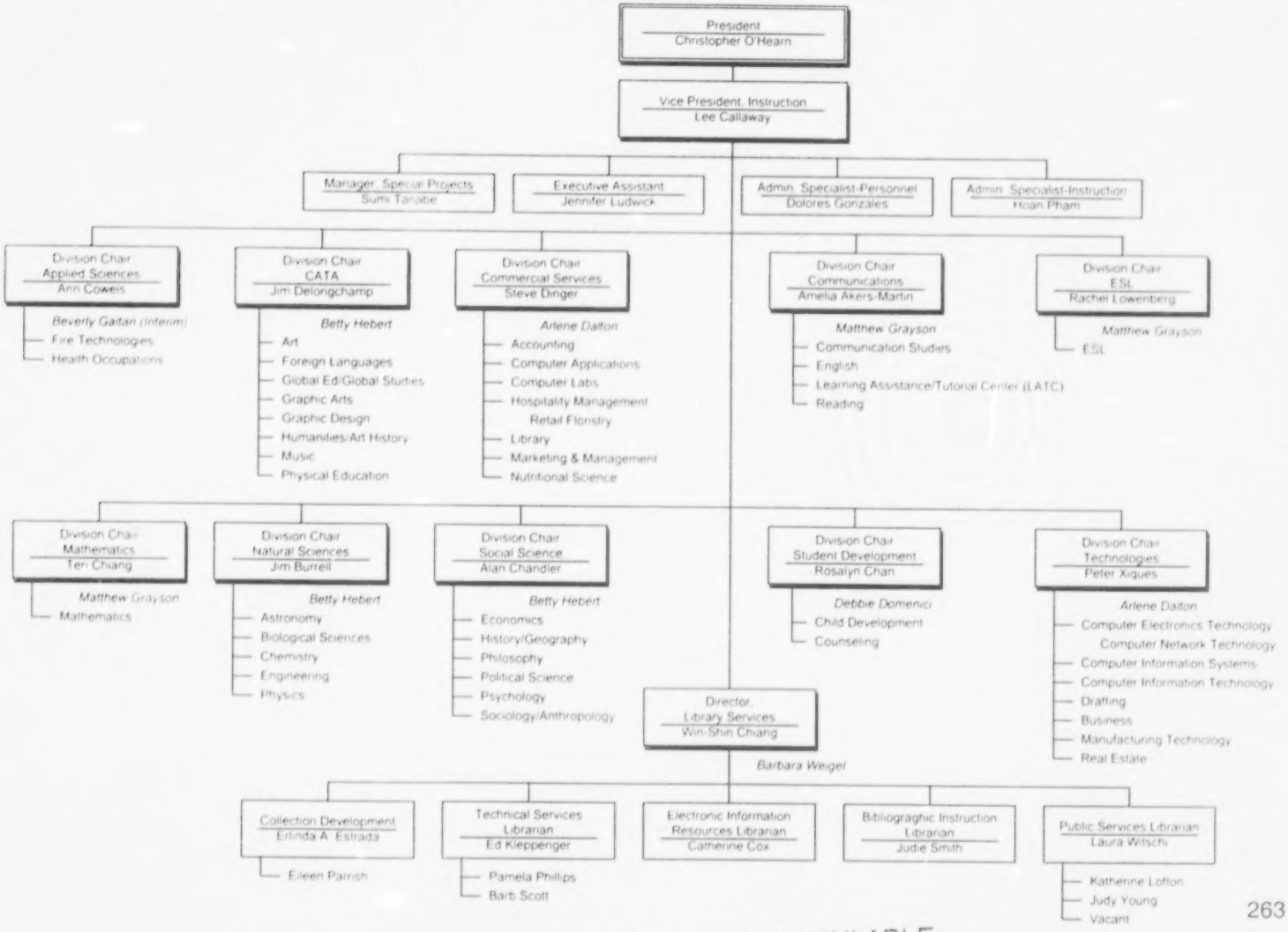


BEST COPY AVAILABLE

APPENDIX D

Vice President, Instruction - Part I

Division Chairs & Library Services

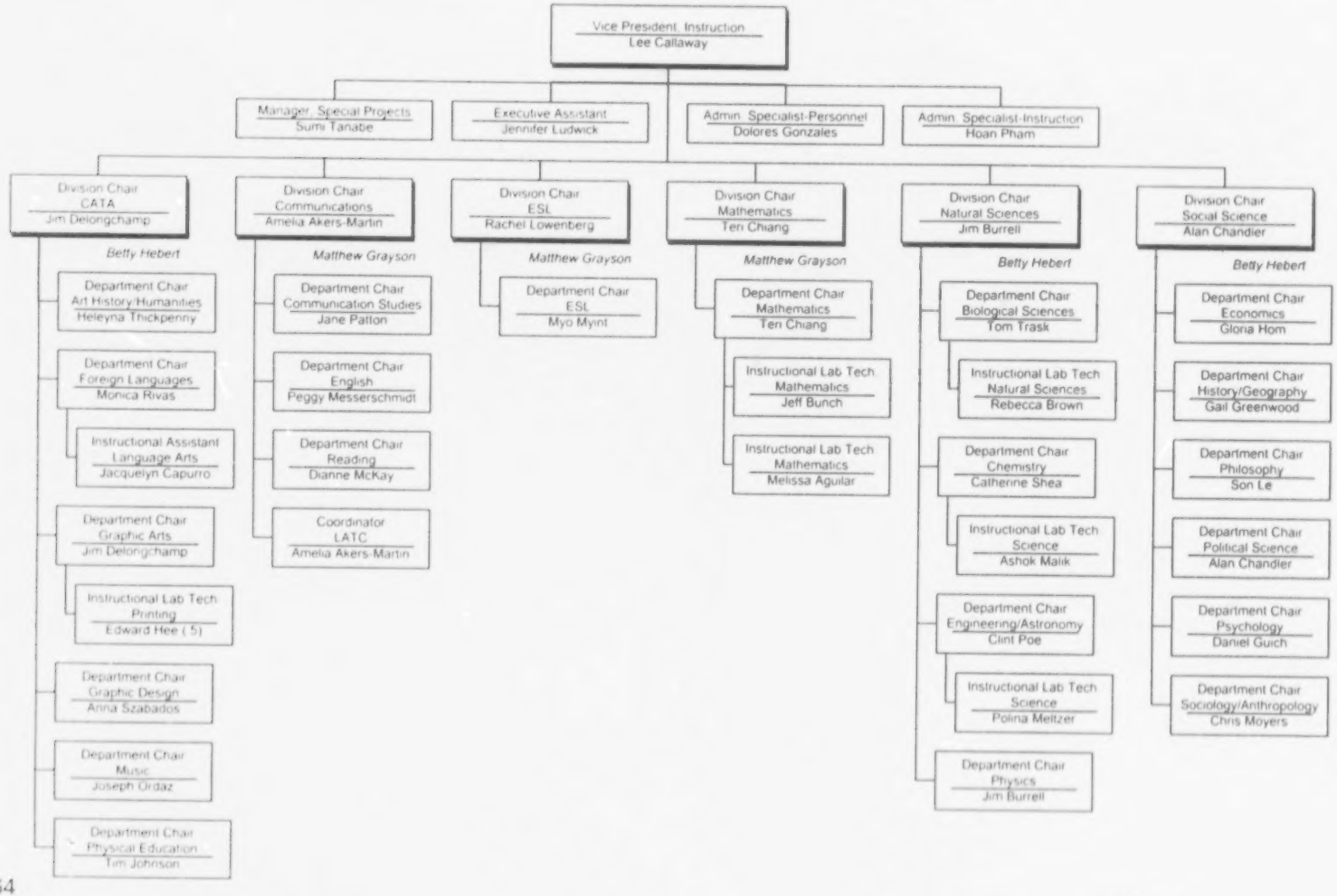


BEST COPY AVAILABLE

APPENDIX D

Vice President, Instruction - Part II

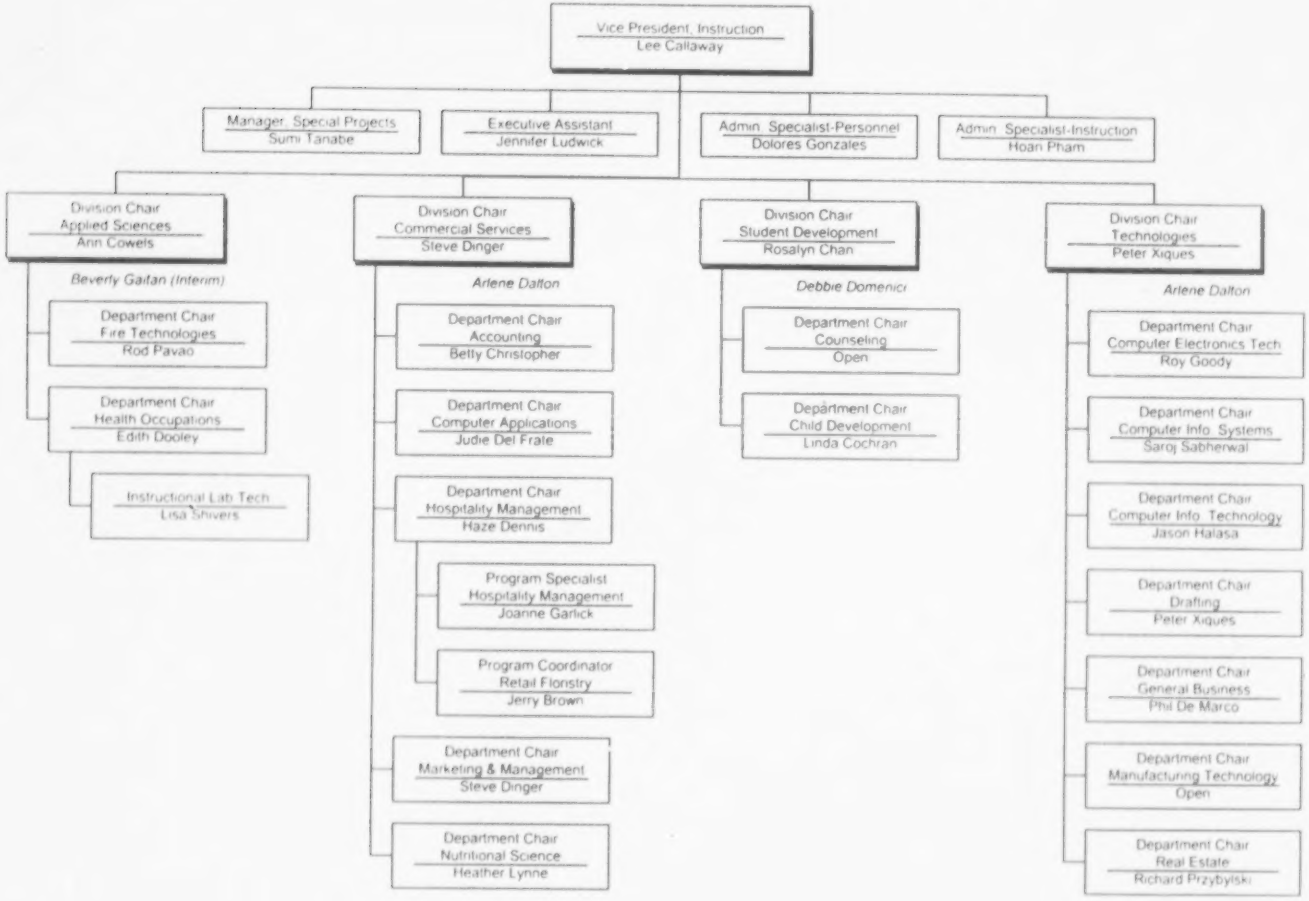
Division/Department Chairs - Cultural & Technical Arts, Communications, English As A Second Language, Mathematics, Natural Sciences, Social Sciences



APPENDIX D

Vice President, Instruction - Part III

Division/Department Chairs - Applied Sciences, Commercial Services, Student Services, Technologies



Appendix E

Distribution of Space by Use

Mission College currently lists 208,386 assignable square feet of area for Instructional and Support Major Categories. Distribution of space for the college is shown in the Tables below. In order to procure State funding, all proposed new construction will be required to assign space types using these designations. Once assigned, eligibility for construction is determined by the remaining capacity in the various space categories. (Source for these tables: "2001-05 Five-Year Construction Plan for West Valley-Mission Community College District")

Distribution of Space by Major Category

Category	Description	ASF	% of campus
200s	Laboratory	59,394	28.5%
300s	Office	35,842	17.2%
400s	Library	10,902	5.2%
500s	Phys Ed., Media, Demonstration	30,211	14.5%
600s	Assembly, Meeting Rooms Exhibition, Food Service, Lounge Recreation	32,225	15.5%
700s	Data Processing, Shop/ Storage	9,046	4.3%
800s	Treatment/ Lab	357	0.2%
Total		208,386	100.0%

Distribution of Space by Room Type

Room	Description	ASF	% of campus
0-115	Class Lecture & Service	30,409	14.6%
200-225	Class Laboratory-type	45,042	21.6%
230-235	Independent Study Labs	692	0.3%
250-255	Non-Class Laboratory	13,660	6.6%
310-350	Office/ Service/ Conf.	35,842	17.2%
410-440	Library	10,902	5.2%
520-525	Athletics/ Phys. Ed.	24,676	11.8%
530-535	Media	2,600	1.3%
550-575	Demonstration, Service	2,935	1.4%
610-615	Assembly	4,889	2.3%
620-625	Exhibition	357	0.2%
630-635	Food Service	10,537	5.1%
650-655	Lounge	6,088	2.9%
660-665	Merchandising	3,865	1.9%
670-675	Recreation	659	0.3%
680-685	Meeting Room	5,346	2.6%
690	Locker Room	484	0.2%
710-715	Data Processing	278	0.1%
720	Shops	2,754	1.3%
730	Storage	6,014	2.9%
800	Health Services	357	0.2%
Total		208,386	100.0%

Instructional Capacity

"Capacity" is the term used to express the level of enrollment that can be accommodated by campus facilities. The capacity of the existing facilities is measured in terms of "Weekly Student Contact Hours", (WSCH). WSCH is a factor in determining the Assignable Square Foot Area (ASF) for Lecture and Laboratory use. The formula for allocation are described below.

Lecture Classrooms and Service Rooms (Types 110, 115) space allocation usually varies from 11.5 to 25.0 ASF/ Station. State standards provide for an average of 15.0 ASF/ Station.

Formula Room Use = 75.7% (53 out of 70 hours)
Station Use (When room is in use) = 66%

For Facility Planning:

$$ASF = \frac{WSCH \times 15\ ASF/\ Station}{(66\% \times 53\ hours\ per\ week)}$$

$$ASF = WSCH \times 0.429$$

Laboratory Classrooms and Service Rooms (Types 215, 225) space allocation varies greatly depending on the equipment used, ranging from 20 to 200 ASF.

Formula Room Use = 39.3% (27.5 out of 70 hours)
Station Use (When room is in use) = 85%

Measured by these formula, the WSCH Instructional Capacity of Mission College is 69,525 for Lecture type areas, and 16,461 for Laboratories. (Source: "2001-05 Five-Year Construction Plan for West Valley-Mission Community College District")

Capacity to Load Analysis

The Capacity/ Load Ratios are the most important determinants for growth. These are expressed in the District's Five-Year Construction Plan to describe area requirements and to justify new project proposals. These ratios are evaluated by the State Chancellor's Office before approving or prioritizing funding.

Ratios above 100% indicate that the college has more space than needed to support the level of WSCH. Ratios that fall below 100% (or lower limits imposed by the Chancellor's Office) may indicate a shortage of space.

The District and the State Chancellor's Office are currently evaluating these ratios that may differ from those provided in the District 2001-2005 Five-Year Construction Plan.

Enrollment Growth

The State Chancellor's office annually derives enrollment projections for each district. The resulting enrollment projections are based on demographic projections provided by the Department of Finance and actual enrollment activity reported by individual districts. Districts then estimate enrollments for individual colleges based on a locally determined ratio.

The State Chancellor's Office has reported the district's annual enrollment growth has been about 4% during the last four years. This follows several years of statewide enrollment declines touched off by the economic recession of 1991-92 to 1994-95.

The Chancellor's Office projects district enrollment growth to be 2.5% per year for the next ten years. Unfortunately, these projections do not reflect the impressive gains both in headcount and FTEs Mission has experienced during the last five years. Further, it does not reflect the increasing proportion of district FTEs that Mission generates. For these reasons, actual enrollment growth is provided, below, from local (District) first census Weekly Student Contact Hours (WSCH) and headcount reports. This data source more accurately reflects Mission's growth during the last five years and provides a more relevant basis for discussions of Instructional Capacity.

	Mission College Headcount	% chg since F'96	MC Hdct as % of District Hdct	Mission College WSCH	% chg since F'96	MC WSCH as % of District WSCH
Fall '96	8,532	---	44.8%	74,322	---	38.9%
Spring '97	9,123	6.9%	44.2%	76,002	2.3%	38.4%
Fall '97	8,594	0.7%	43.7%	72,267	-2.8%	37.7%
Spring '98	8,980	5.3%	44.3%	76,515	3.0%	39.6%
Fall '98	9,172	7.5%	45.8%	88,210	18.7%	42.8%
Spring '99	9,820	15.1%	46.1%	98,454	32.5%	45.2%
Fall '99	9,880	15.8%	47.4%	101,127	36.1%	46.9%
Spring '00	9,934	16.4%	47.3%	98,623	32.7%	46.0%
Fall '00	9,549	11.9%	47.3%	101,250	36.2%	46.1%
Spring '01	9,857	15.5%	47.8%	98,686	32.8%	46.8%

The disproportionate increases in Mission's WSCH and headcount, shown above, are explained by a corresponding increase in the amount of WSCH that each student, on average, is generating. This statistic increased from 8.7 WSCH per student in fall 1996 to a high of 10.6 in fall 2000 and was 10.0 for the spring 2001 semester.

The following table reflects college enrollment projections based on a revised version of the District's Five Year Construction Plan (Feb. 2000). The Construction Plan derives individual college WSCH values by applying a district determined allocation ratio. The revised version of this plan includes the known, rather than projected, value for fall 1999 and corrects the allocation ratio to more accurately reflect Mission's growth and the proportion of district WSCH it now generates. The values in the following table therefore do not correspond to the locally derived, first census WSCH values shown in the previous table.

1999/00	West Valley	127,373	(57% of total)
	Mission	94,256	(43% of total)
2009/10	West Valley	142,300	(50% of total)
	Mission	142,300	(50% of total)

Removal of Temporary Buildings

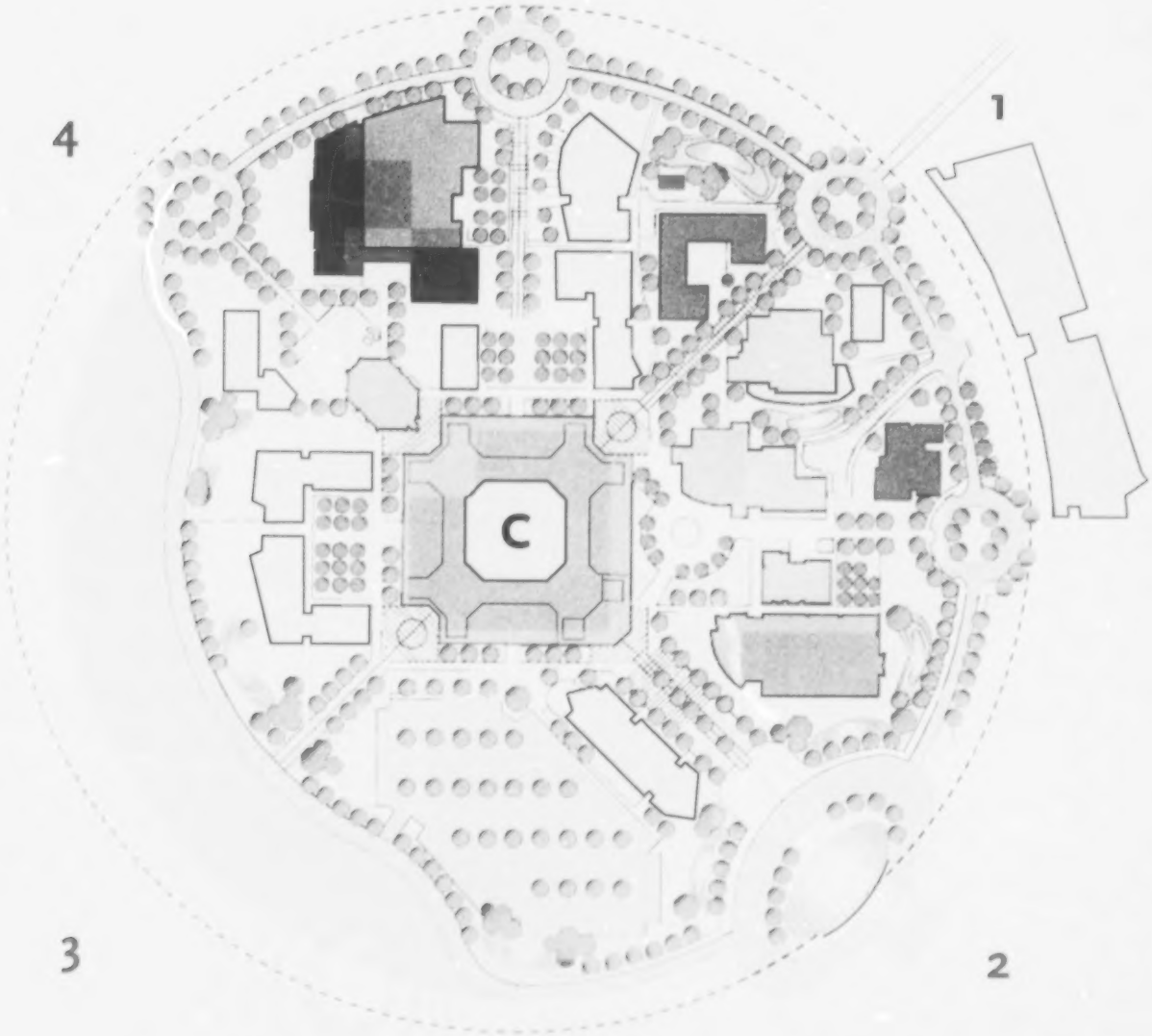
The replacement area for the Temporary Buildings may be added to the College's capacity for new construction as determined by the District. State funding may be available for construction of these assignable areas. The eligibility for new space can be further increased if the college removes the temporary buildings from the campus. The assignable square foot area from these is shown below. These areas could either be transferred to existing remodeled or future buildings.

Temporary Building 200	
Office	401
Classroom	10,788
Class Lab/Serv	6,041
Demonstration	1,593
Meeting Room	542
Total ASF	19,365
Temporary Building 201	
Demonstration	1,342
Total ASF	1,342
Temporary Building 202	
Classroom	925
Class Lab	888
Total ASF	1,813
Temporary Building 203	
Office	2,204
Total ASF	2,204
Total ASF	24,724

Appendix F

Campus Key Plan

Campus Key Plan C1234



Central Area Key Plan

C

Existing Features

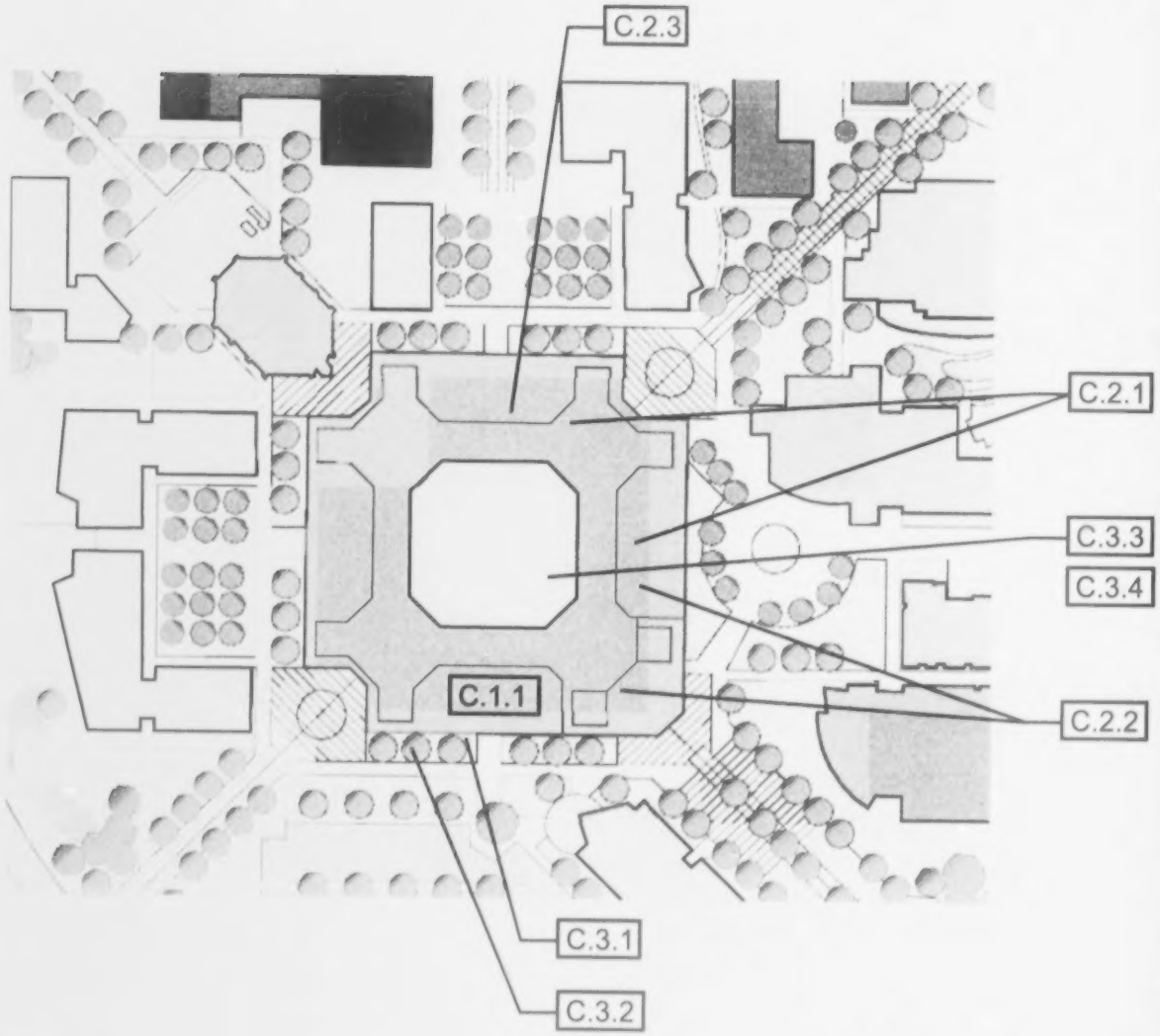
C.1.1. Main Building

Current 5 Year Plan

C.2.1. 2nd Floor Reconstruction
C.2.2. 3rd Floor Reconstruction
C.2.3 PE Phase II Completion

Master Plan Projects

C.3.1. Exterior Modifications
C.3.2. Landscape Improvements
C.3.3. Atrium Restoration/services Consolidation
C.3.4. Seismic Analysis



Quadrant 1 Key Plan

1

Existing Features

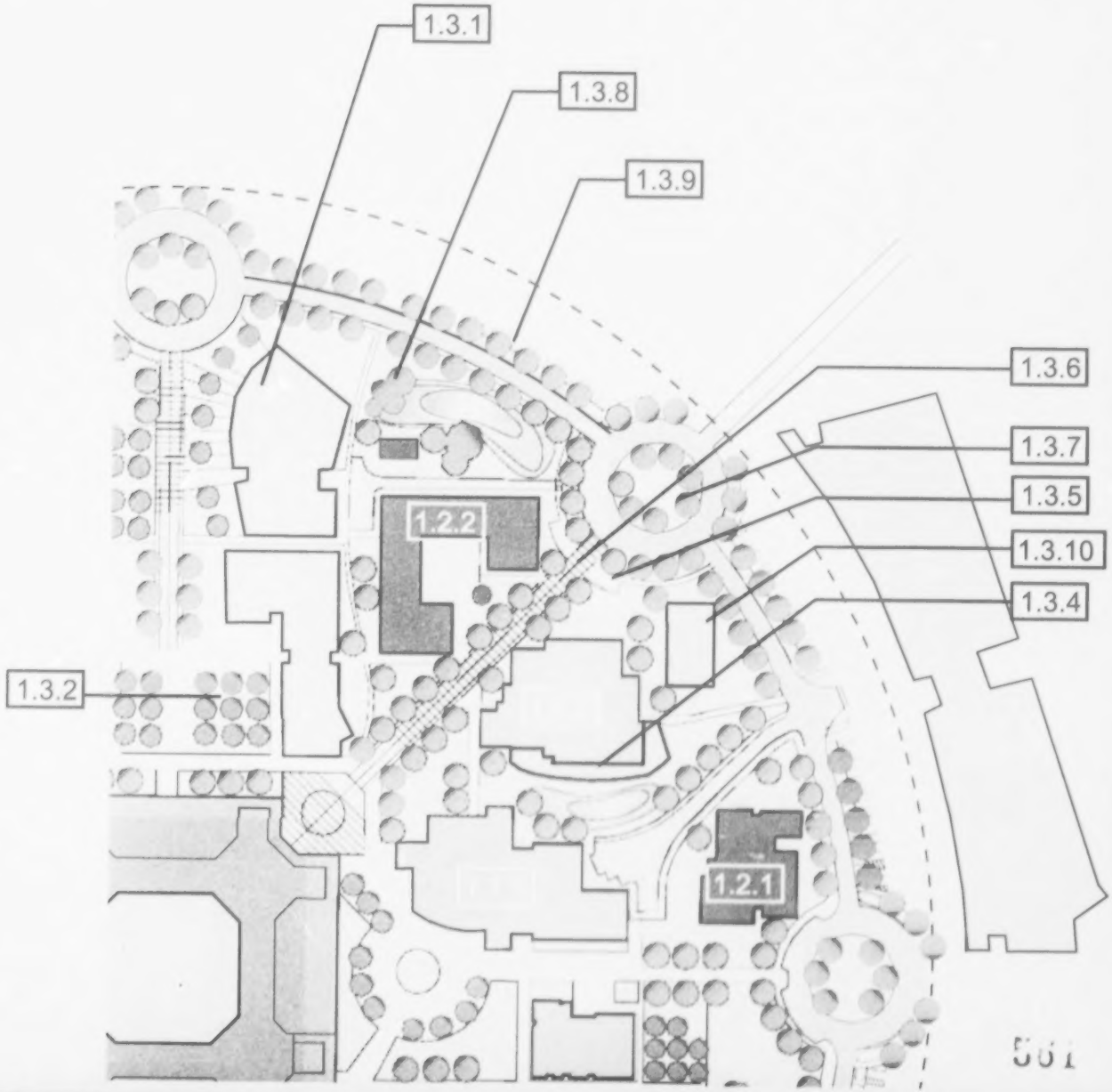
1.1.1. Campus Center
1.1.2. Hospitality Management

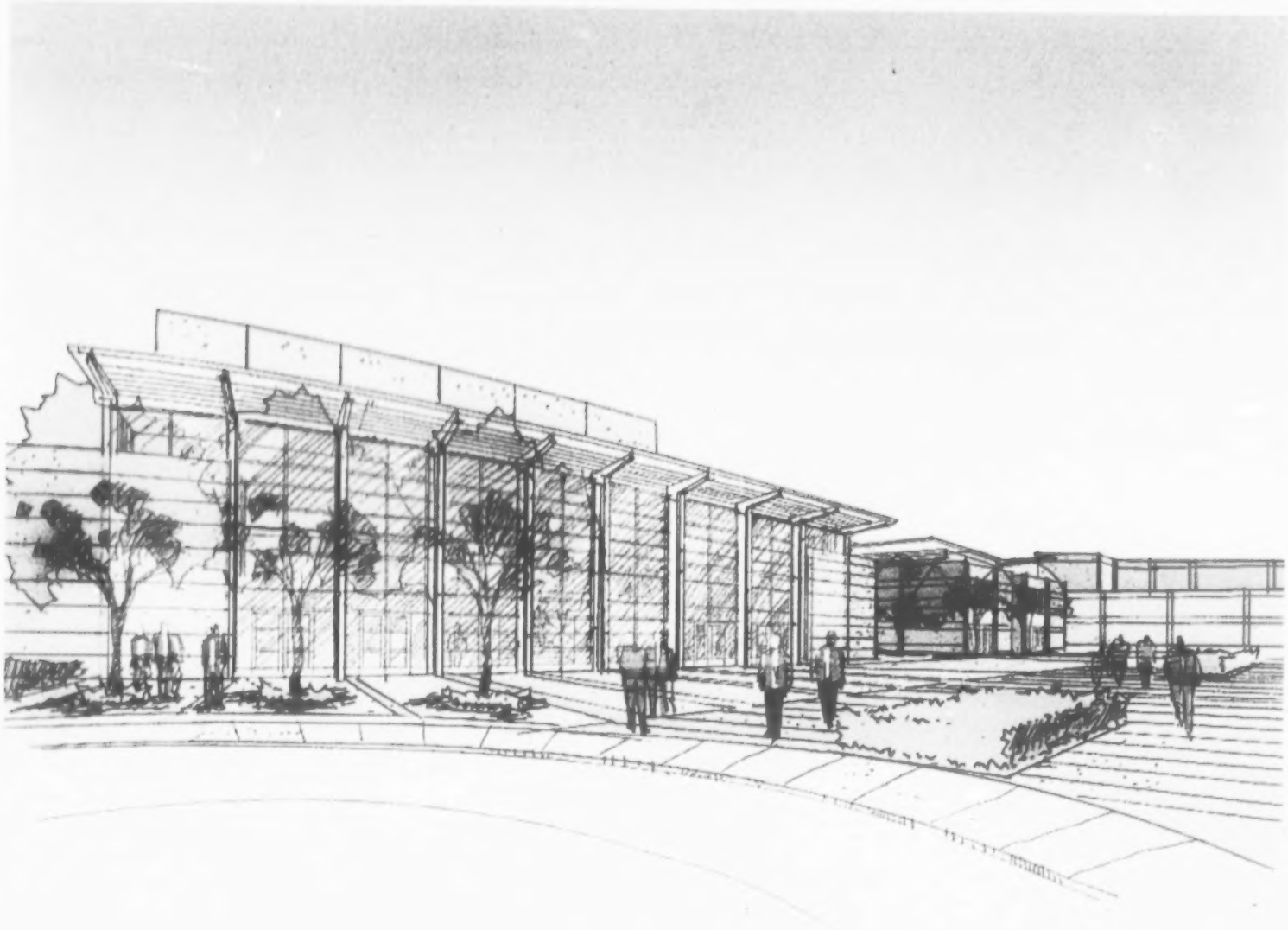
Current 5 Year Plan

1.2.1. Child Development Center
1.2.2. Science & Technology Complex

Master Plan Projects

1.3.1. Cultural, Technical, & Performing Arts
1.3.2. North Plaza
1.3.3. Parking Structure
1.3.4. Hospitality Expansion
1.3.5. Nw Gateway
1.3.6. Nw Mall
1.3.7. Nw Roundabout
1.3.8. Salt Marsh Botanic Garden
1.3.9. Ring Road Planting
1.3.10 Child Care





Quadrant 2 Key Plan

2

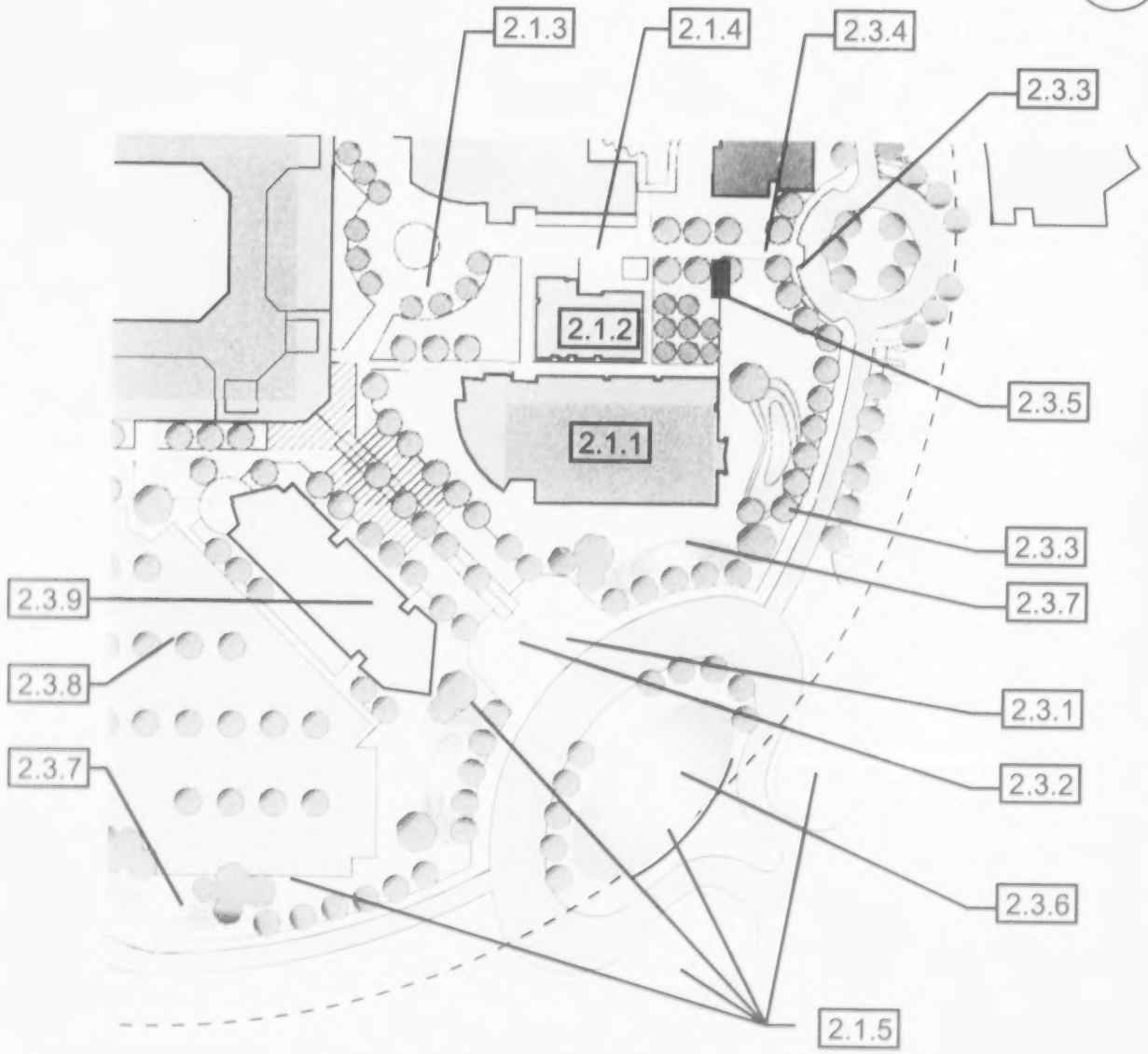
Existing Features

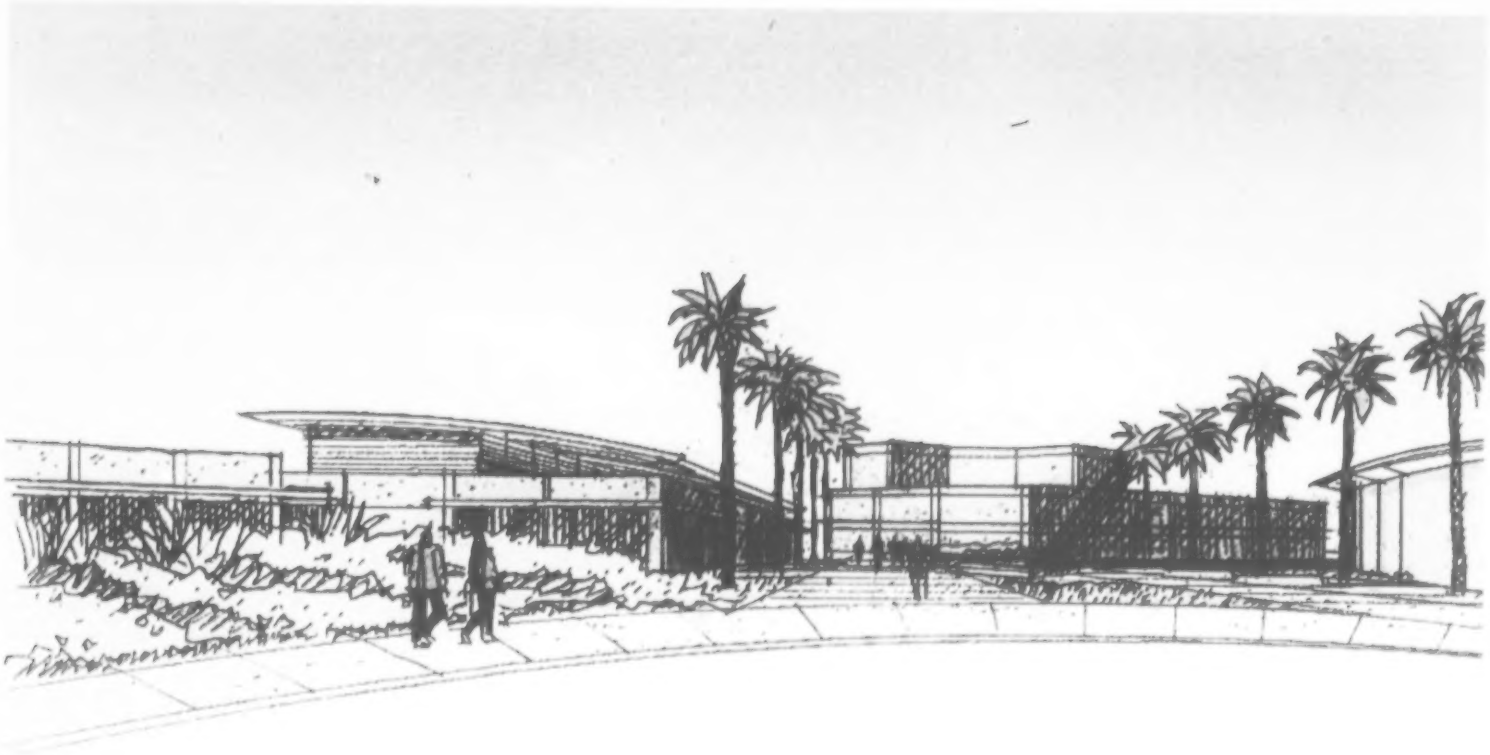
2.1.1. Library
2.1.2. Telecommunications
2.1.3. East Plaza
2.1.4. Paseo
2.1.5 Current Owl Habitats

Current 5 Year Plan
(no projects anticipated this area)

Master Plan Projects

2.3.1. Gateway Structure
2.3.2. Entry Walk
2.3.3. Ring Road Landscape
2.3.4. Extend Paseo Landscape/east Gateway
2.3.5. Library Garden: The Orchard
2.3.6. Hunter Circle
2.3.7. Landscape Feature
2.3.8. Parking Lot Landscape
2.3.9. Contract Education/Services Building





Existing Features

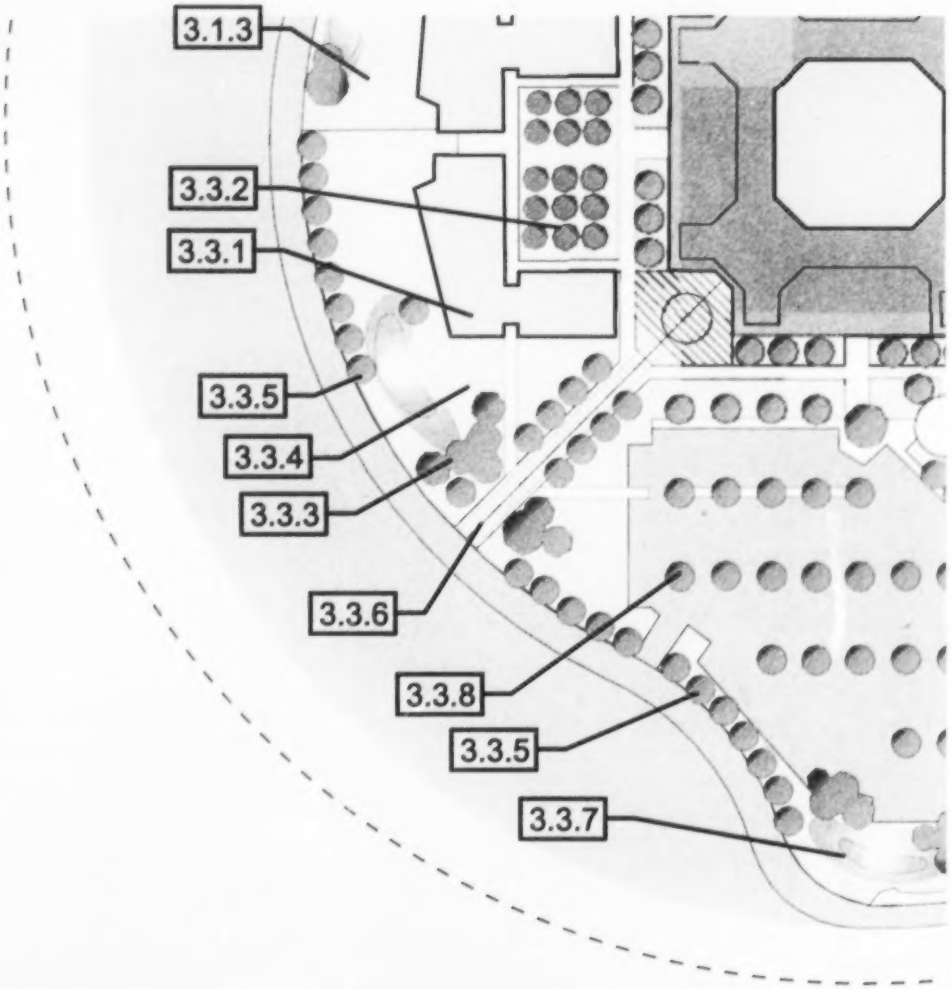
3.1.1. Temporary Buildings Removed
3.1.2 Child Care
3.1.3 Current Owl Habitat

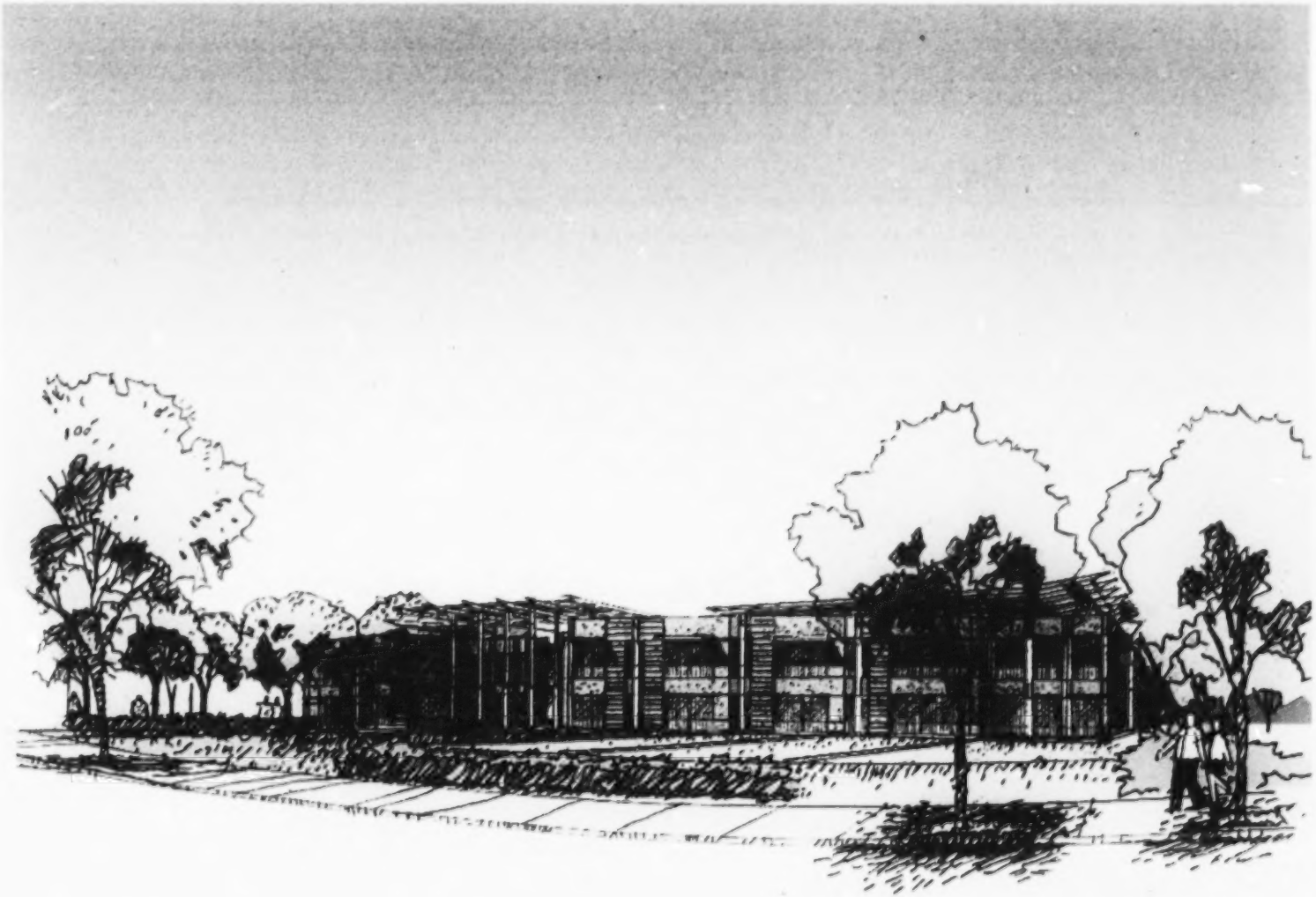
Current 5 Year Plan

(no projects anticipated this area)

Master Plan Projects

3.3.1. General Education South
3.3.2. West Plaza
3.3.3. Relocate Child Care Center
3.3.4. Enhanced Landscape
3.3.5. Ring Road Landscape
3.3.6. Southwest Entry
3.3.7. Landscape Feature
3.3.8. Parking Lot Landscape (2.3.8.)





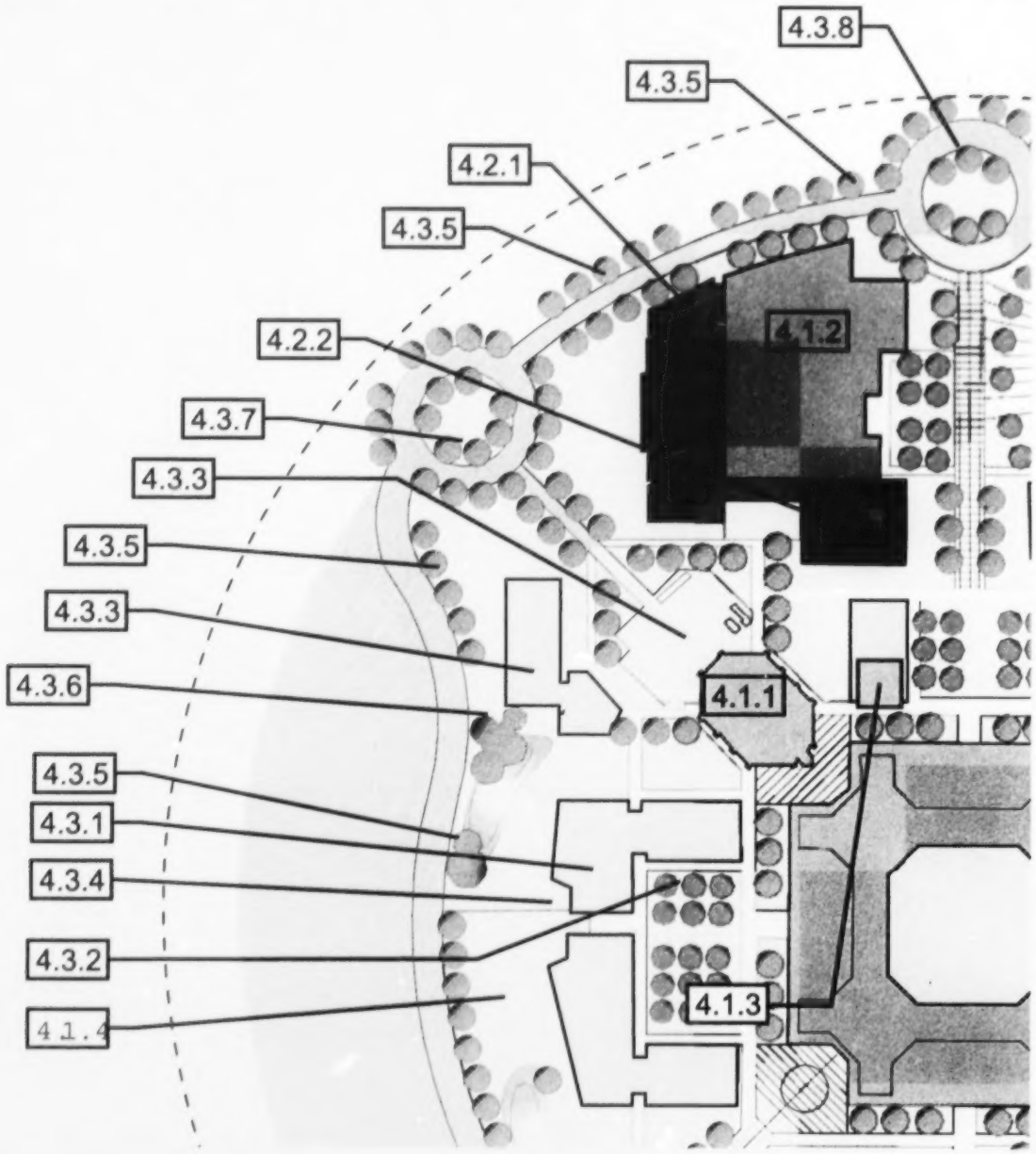
Quadrant 4 Key Plan

Existing Features

4.1.1. Central Utility Plant
4.1.2 PE (Gymnasium)
4.1.3 IS Building
4.1.4 Current Owl Habitat

Current 5 Year Plan

4.2.1. Partial Pe Phase II
4.2.2. Pe Phase III

Master Plan Projects

4.3.1. General Education North
4.3.2. West Plaza
4.3.3. District Offices/corp. Yard
4.3.4. West Vista
4.3.5. Ring Road Landscape
4.3.6. Enhanced Landscape
4.3.7. Northwest Round-a-bout
4.3.8. North Round-a-bout